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ABSTRACT

This updated search of the ERIC system, " Dissertation Abstracts," and the journal literature yielded 167 documents which provide a review of comprehensive testing programs (elementary, senior high school and college) with special emphasis on specific tests that the practicing counselor may want to utilize. (SD)

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searchlight

Relevant Resources in High Interest Areas

14U UPDATE SEARCH

Compiled by Ronald R. Kopita

September, 1973

A review of comprehensive testing programs (elementary, senior high school and college) with special emphasis on specific tests that the practicing counselor may want to utilize.
(167 document abstracts retrieved)

$1.00

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CG 400 096

Tests and Testing Programs

Introduction

This information packet, prepared by the ERIC Counseling and Personnel Services Center, is intended to alert the user to a body of literature on a topic of current interest to counselors. It identifies research reports that have been cited in the Educational Resources Information Center's (ERIC) publication, Research in Education (RIE), in Dissertation Abstracts International, and in ERIC's Current Index to Journals in Education (CIJE) from July 1971 through March 1973.

Ordering Instructions

Searchlight has attempted to give availability for all materials listed in this packet. In most cases, it is possible to obtain a personal copy of the title listed. The sources fall into three groupings:

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Journal Articles

Journal articles are available from the original journal in library or personal collections. Refer to the entry for volume and page designations.

ERIC Documents

ED 031 750 CG 004 297

Hummel, Dean L.

Individual Appraisal and Assessment--Their Essential Principles.

Ohio Univ., Athens. Coll. of Education.

Pub Date 2 Jul 69

Note--6p.; Paper was presented at the 20th Annual General Workshop in Guidance and Student Personnel Services, the University of Michigan, Ann Arbor, Michigan, July 2, 1969.

Descriptors--Group Tests, *Guidance Services, Individual Tests, Program Evaluation, *Student Evaluation, *Testing, *Testing Problems, *Testing Programs

Instruments and methods are considered by many the nuts and bolts of school testing programs, for both individuals and groups. Too often, the individual is lost in the machinery of such a school program, and data collected becomes the end product of appraisal and assessment. Programs of student appraisal procedures should be developed around eight essential principles, including: (1) there is no single best appraisal technique or procedure to be recommended for all programs, and (2) student appraisal procedures involve study of the self in the situation--the individual in his total environment. The total process of appraisal would best be stimulated through a satisfactory initial counseling interview. The whole staff must also become involved in the appraisal program. Thus appraisal services are viewed as an attempt to accummulate and interpret as much information as possible about the student, to provide as much information as possible to the student and to the staff, and to promote better understanding of individual needs. (Author/KJ)

ED 031 768 24 CG 004 372

Bolvin, John O. Glaser, Robert

Developmental Aspects of Individually Prescribed Instruction.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency--Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No--WP-38

Bureau No--BR-5-0253

Pub Date 68

Contract--OEC-4-10-158

Note--5p.; Paper was reprinted from Audiovisual Instruction, 1968, 13, p.828-831.

Descriptors--Individual Differences, Individual Instruction, Individualized Curriculum, *Individualized Instruction, *Individualized Programs, *Individual Tests, Self Directed Classrooms, *Self Evaluation, *Testing Programs, Test Results

One of the most pressing needs in education today is the adaptation of instruction to individual characteristics and background. The Individually Prescribed Instruction project (IPI) of the University of Pittsburgh represents an investigation into the requirements for and the problems encountered in developing a system for individualizing instruction. Among the working aims of IPI are the development of self-directed and self-initiated learners through instructional procedures which provide for self-selection and self-evaluation. The developmental requirements to meet the objectives include the following components: (1) detailed diagnosis is made of the initial state with which a learner comes into a particular instructional situation, and (2) the adaptation of educational alternatives to the performance profiles determined in the student population. Placement tests are given at the beginning of the year to show the relative position of the student compared to the year's end position. Pre-unit tests are also given to determine which concepts of a unit the child has already mastered. Post tests help to evaluate when the child is ready to move on. (Author/KJ)

ED 036 190 24 EM 007 776

Unks, Nancy J. Cox, Richard C.

A Model for the Evaluation of a Testing Program. Working Paper Number Four of the Program of Studies in Educational Research.

Research for Better Schools, Inc., Philadelphia, Pa.

Spons Agency--Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No--BR-6-2867

Pub Date 23 Apr 68

Contract--OEC-1-7-062867-3053

Note--7p.; Paper presented at Annual Meeting of American Educational Research Association (Chicago, Illinois, February 9, 1968)

Descriptors--*Evaluation Methods, Measurement Techniques, *Program Evaluation, Test Construction, *Testing Programs, Test Reliability, Test Validity

Identifiers--Individually Prescribed Instruction, IPI

The evaluation of a testing program is necessary before or during a sound total project evaluation. Ideally, the testing program study should be concurrent with, and equal in magnitude to, the total project evaluation. Step one in an evaluation is to define the testing program's objectives in operational terms. Step two is a thorough description of the innovation to be studied. Then the evaluation program should examine the instruments used to conduct tests, obtaining validity, reliability, and item analysis data for all such instruments. A summary is then made which interprets the information accumulated in the first three phases. A diagram of such an evaluation procedure is presented. (JY)

ED 039 321 08 VT 009 998

Loudermilk, Kenneth M. DiMinico, Gerald

Instruments for Vocational Guidance, Selection, and Placement: A Review and Synthesis of Research in Idaho.

Idaho Occupational Research Coordinating Unit, Moscow.

Spons Agency--Office of Education (DHEW), Washington, D.C.

Bureau No--BR-6-3014

Pub Date Mar 69

Grant--OEG-4-7-063014-1590

Note--118p.

Descriptors--Abstracts, Aptitude Tests, Doctoral Theses, *Job Placement, Masters Theses, *Occupational Guidance, Research Reviews (Publications), *Selection, Test Interpretation, Test Reliability, *Tests, Test Selection, Test Validity, *Vocational Counseling

Identifiers--GATB, General Aptitude Test Battery, *Idaho

The development and use of instruments for vocational guidance, selection, and placement within the State of Idaho are reviewed. Vocational guidance is defined as assisting the individual to understand himself, the world of work, and career choice. Selection and placement are described as activities characteristically used by educational institutions and business organizations in deciding who will be accepted and what roles and treatments would be expected of those who are accepted. Specific attention is given to research in which the General Aptitude Test Battery (GATB) was used to predict success in vocational training or work performance. Separate chapters are devoted to research studies with appraisal instruments completed in Idaho as well as 31 studies done elsewhere in the nation. Because more than three-fourths of the studies were completed as individual graduate research papers or theses, research results were generally not comparable or additive from one study to another. An extensive bibliography is included. An earlier study "A Survey of Literature Related to Selected Nonprofessional Occupations" is available as ED 013 915. (CH)

ED 039 394 AA 000 572

McCandless, Sam A.

A Brief Description of Historical Background and Current Status of the Testing Programs of the College Entrance Examination Board.

College Entrance Examination Board, New York, N.Y.

Pub Date 67

Note--45p.

Descriptors--Achievement Tests, *Admission Criteria, Aptitude Tests, *College Admission, Educational Research, *Educational Testing, Financial Problems, *Historical Reviews, Intelligence Tests, Predictive Ability (Testing), Program Evaluation, Student Motivation, Talented Students, Testing Problems, *Testing Programs, Test Reliability, Test Validity

Identifiers--College Entrance Examination Board

This paper traces the history of the College Entrance Examination Board from its beginnings through its operations in 1966. Using materials drawn from various published and unpublished sources both of the Board and of the Educational Testing Service, summary accounts of objectives, formats, manner of administration, scoring, and critical evaluations of the Admissions Testing Program (including the Scholastic Aptitude Test and the several achievement Tests), the Preliminary Scholastic Aptitude Test, the College-Level Examination Program, and the Advanced Placement Program are presented. The use of test internationally is also treated. Particular attention is paid to research undertaken by the Board, especially in relation to a report made to the trustees of the Board in 1964. This report identified the Board's research and development programs as having the following objectives: to describe and project changes in the admissions process, to develop models of the admissions process, to develop strategies for dealing with existing or anticipated problems, to implement programs for effecting strategies, and to evaluate new programs. Among the areas noted as necessitating further research were: students' motives to attend college; guidance procedures; channels of access to higher education; financial restrictions; admissions procedures and standards; and, the problems of the talented, disadvantaged, and international student. (RJ)

ED 039 455 AC 006 954

New York State High School Equivalency Testing Program; General Information and Testing Schedule, September 1, 1969-August 31, 1970.

New York State Education Dept., Albany. Bureau of Higher and Professional Educational Testing.

Pub Date 70

Note--31p.

Descriptors--Admission Criteria, College Admission, Directories, Educational Certificates, *Equivalency Tests, Fees, Records (Forms), *Secondary Education, *State Programs, *Student Certification, *Testing Programs

Identifiers--General Educational Development Tests, *New York State

The New York State High School Equivalency Testing Program is for adult residents of the state who have not completed their high school education in the regular manner. An adult who obtains satisfactory scores on the High School Level tests of General Educational Development (GED) Tests is eligible to receive a New York State high school equivalency diploma. This diploma is the legal equivalent of one issued by a local high school and meets the minimum requirements for entrance into some colleges in New York State. However, since admission requirements vary for individual colleges, applicants should consult admissions officers concerning specific admission requirements. This program in no way replaces the regularly established procedures in the granting of local high school or Regents high school diplomas. GED tests and scores are restricted to the High School Equivalency Testing Program. Local school authorities may not issue diplomas or grant credits on GED scores. (The document includes amendments effective April 1970, official testing centers and schedules, and the application form.) (Author/LY)

ED 039 865 **JC 700 134**

Lunneborg, Clifford E. *Lunneborg, Patricia W.*

A Comprehensive Test Battery for Differential Guidance in Community Colleges; and Predicting Criteria Other Than Grades for Community Colleges.

Washington Univ., Seattle. Bureau of Testing.

Pub Date Apr 70

Note—21p.; Papers presented at a symposium on "Different Approaches to Placement Testing in the Two-Year Community College," New Orleans, March 1970

Descriptors—Attitude Tests, Cognitive Tests, *Educational Guidance, *Junior Colleges, *Post High School Guidance, *Student Testing, Test Construction, *Testing Programs

Identifiers—*Washington

The next seven years will see important changes in the Washington Pre-college Testing Program for post-high school guidance. In the near future, the current cognitive emphasis of the program will be altered to include more attitudinal measures like a vocational interest inventory and an assessment of educational, employment, and life goals. In addition, the Program's ability to provide guidance and placement information will be increased by adding measures similar to those found in the U.S. Employment Service General Aptitude Test Battery. Eventually, the test will permit the making of institutional and academic program "type" decisions based on results of a junior year examination. Optional advanced credit examinations permitting better reflection of pre-college educational experience are also planned. Finally, the need to develop and incorporate non-intellective predictors of junior college performance and experience in guidance programs is discussed. While existing examinations, such as those in the Washington Testing Program, can accurately predict an individual's graded success, they are not currently capable of predicting one's personal growth, and immediate or long-range feelings of satisfaction concerning his college experiences. Recent efforts to discover criteria influencing these predictors indicate that one way to alleviate negative results is to provide some overlap between predictors and criteria. (JO)

ED 047 000 **TM 000 366**

Perry, Dallis K.

The Minnesota College Statewide Testing Program--1970: Its Current Values and Future Development.

Minnesota Univ., St. Paul. Student Counseling Bureau.

Pub Date 14 Oct 70

Note—36p.; A report to the Minnesota Committee on High School-College Relations, October 1970

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Academic Aptitude, *College Admission, College Entrance Examinations, College Freshmen, Educational Guidance, Planning, *Predictive Ability (Testing), Predictive Validity, *Program Evaluation, Program Improvement, Secondary School Counselors, Secondary School Students, State Programs, *Testing Programs

Identifiers—American College Test, CEEB Scholastic Aptitude Test, *Minnesota College Statewide Testing Program, Minnesota Scholastic Aptitude Test

The evaluation of the Minnesota College Statewide Testing Program was based on analysis of the validities of statewide and national tests for predicting freshman grades in Minnesota colleges, on interviews with directors of admission and deans of students in Minnesota colleges, and on discussions with regional gatherings of Minnesota high school counselors. It was found that the testing program continues to offer valid scholastic aptitude measures which are used and valued by state colleges for recruiting, admission, and preapplication counseling; by high school counselors for guidance of students regarding choice of postsecondary education; and by other agencies for research and policy planning. The unique aspects of the program are its early availability and its inclusion of nearly all high school juniors. It was concluded that the values of the "every-student" statewide program justify its continuation, but that if it is to remain worthwhile, it must be strengthened in ways that will increase its relevance to student decisions and decrease its duplication of other programs. Specific recommendations for the achievement of this goal are presented. Statistical data on the test validities and correlations and interview summaries are included. (Author/PR)

ED 049 302 **TM 000 491**

Schmalgeneier, William L. *Watson, Richard P.*

Michigan Schools: The Organization and Management of Their Testing Programs, 1970.

Michigan Univ., Ann Arbor. Bureau of School Services.

Pub Date 70

Note—51p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Elementary Schools, Evaluation, *Information Dissemination, Secondary Schools, *Standardized Tests, State Programs, *State Surveys, Test Construction, *Testing Programs, *Test Results, Test Selection

This is the third in a series of investigations, conducted at five-year intervals, into the testing programs of Michigan school districts. The report opens with general data on testing programs and practices in the form of a tabulation of responses to a survey instrument completed by 84% of the districts that operate a K-12 program. A more specific look at operational content follows, with attention directed to the tests given, how they are administered and scored, availability of results, and the norms used. The number of districts using a specific test, the frequency of its use, and the situation in which it is used are then reviewed. Finally, the report attempts to assess the causal nature of some of the testing practices by reviewing certain information in conjunction with other information. By, for example, relating the uses of test data to the ways in which teachers learn about the data. Responses are reported variously as raw values, percentages, or weighted values, the identity being specified at each reference point. (Author/CK)

ED 049 315 **24** **TM 000 516**

Peck, Robert F.

A Cross-National Comparison of Sex and Socio-Economic Differences in Aptitude and Achievement.

Texas Univ., Austin

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Feb 71

Contract—OEC-5-85-063

Note—13p.; From symposium "Some Implications of Cross-National Research for a 'Universal' Theory of Coping Behavior," presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Academic Achievement, *Academic Aptitude, Behavior Patterns, Comparative Testing, *Cross Cultural Studies, Cultural Differences, Elementary School Students, Secondary School Students, *Sex Differences, Social Differences, Sociocultural Patterns, *Socioeconomic Influences, Testing Programs

Patterns of sex and socioeconomic differences in aptitude and achievement were compared among eight countries. A universal pattern appeared in which higher status children scored better than lower status children in aptitude, achievement, and school grades. Peer reputation largely ran the same way, with mild exceptions. The social differences in aptitude are generally less than the differences in achievement, although some countries appear to be approaching effective equality of educational opportunity. No notable systematic sex differences in performance were observed. Where differences appeared, cultural differences seem to be responsible. To the extent that school achievement is itself an important aspect of coping behavior, the socioeconomic bias evident to some degree in all countries constitutes something of a deterrent to the optimal development of working-class youth. However, this prejudice is not so complete a deterrent to equality of learning as it potentially could be. Finally, assumptions about the invariant nature and the comparability of the "same" measures in different cultures need to be critically scrutinized. The "same" measures either are not functionally the same, often, or their results are significantly altered by other influences which may be peculiar to particular societies. (Author/OS)

ED 049 318 **TM 000 519**

Nitko, Anthony J.

A Model for Criterion-Referenced Tests Based on Use.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Feb 71

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Behavioral Objectives, Correlation, *Criterion Referenced Tests, Diagnostic Tests, Individual Characteristics, *Individualized Instruction, *Instructional Design, Item Analysis, Models, Predictor Variables, Scores, *Test Construction, *Tests

The nature and purpose of criterion-referenced testing is discussed in light of test design procedures. It is seen that the uses to which test results are put are the chief determiners of the appropriate measurement model. A distinction is made between cut-off scores, criterion scores, and mastery scores. The value of certain test construction procedures in designing criterion-referenced tests for use in adaptive individualized instructional systems is discussed and cautions in the use of traditional procedures are rated. It is concluded that traditional procedures cannot be avoided in some instances, but must be avoided in others. (Author)

ED 050 180 24 TM 000 615

Guilford, Joan S. And Others

The Values Inventory for Children.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-0-0196

Pub Date Jan 71

Contract—OEC-0-70-2673

Note—80p.

Available from—Not available separately; see TM 000 613

Document Not Available from EDRS.

Descriptors—*Childhood Attitudes, *Ethnic Groups, Grade 1, Grade 2, Grade 3, *Nonverbal Tests, Pictorial Stimuli, Spanish Speaking, Test Construction, Testing, *Tests, *Values, Visual Measures

Identifiers—*Values Inventory for Children

The inventory is designed to measure seven dimensions of value based on seven categories of needs: physiological; safety; love; esteem; aesthetic; self-actualization; and aggression. Each item was pretested and checked for validity and reliability. Two test formats, each containing 30 items, were prepared: a single picture format in which the child responds on a graded scale of like-dislike by circling the face that describes his feelings; and a dual picture format in which the child draws a line under the picture he likes best. Approximately 70 minutes is required for administering the inventory. Directions are available in both Spanish and English. Eight factors are named and described: Social Conformity, Academic/Health, Me First, Masculinity, Adult Closeness, Sociability, Aesthetic, and Asocial Behavior. Statistical analyses for the total sample and the individual ethnic groups are provided. See also TM 000 613-614. (CK)

ED 050 886 95 RC 005 322

Tests in Use in Title VII Bilingual Education Projects.

National Consortia for Bilingual Education, Fort Worth, Tex.

Pub Date Jun 71

Note—188p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Bilingual Education, *Instrumentation, *Measurement Instruments, National Surveys, *Spanish Speaking, Testing, *Tests

Identifiers—*Elementary Secondary Education Act Title VII

Developed by the National Consortia for Bilingual Education, this list of tests representing 72 Title VII projects includes commercially published tests, tests developed by the projects themselves, and tests designed by other entities such as educational laboratories, school districts, and state agencies. Each test is described in terms of the project using the test, language of the project, grade range, test title, origin of the test, stated purposes, age level or grade, level of application, and language of test. It should be noted that "adequacy of measurement, usability, or appropriateness (of the tests) should not be inferred." Appendix A shows the commercial tests used in Title VII projects, their publishers, and the project users. Appendix B gives the addresses of test publishers. A related document is RC 005 308. (MJB)

ED 051 295

Thorndike, Robert L.

Measurement in Education: Helping Teachers Use Tests.

National Council on Measurement in Education, East Lansing, Mich.

Pub Date Oct 69

Note—4p.; Special Report, v1 n1 1969

Available from—National Council on Measurement in Education, Office of Evaluation Services, Michigan State University, East Lansing, Michigan 48823 (50 cents per single copy, 25 cents for 25 or more)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—**Behavioral Objectives, Examiners, Learning Processes, Measurement, *Measurement Techniques, *Standardized Tests, *Teacher Education, *Test Construction, *Test Interpretation, Tests, Transfer of Training**

A significant role of the testing specialist can be to assist teachers in becoming better test-makers and users. The first step in improving teachers' assessment instruments and techniques is to try to get them to become articulate about their objectives and to state them in concrete behavioral terms. Then the teacher needs to examine his own test exercises to see if they encompass a realistic range of transfer of learning and reflect the educational goals of the course or program. The specialist must help the teacher find a middle ground where this transferability is tested at several points over a range of generalization and application within the broadly defined boundaries of the subject area. Finally, the specialist can give suggestions on item writing and editing. In the area of test use, the problem is to bring both the skeptics and the unqualified acceptors into a unity of tempered and qualified acceptance. Perhaps the most important service that could be performed is to get every test user to take a good hard look at the test, the test manual, and the test norms. The specialist should try to develop in teachers an attitude of watchful skepticism toward all assessments of pupils from whatever source. (DG)

ED 051 297 TM 000 618

Badal, Alden W. Larsen, Edwin P.

Measurement in Education: On Reporting Test Results to Community Groups.

National Council on Measurement in Education, East Lansing, Mich.

Pub Date May 70

Note—12p.; Special Report, v1 n4 1970

Available from—National Council on Measurement in Education, Office of Evaluation Services, Michigan State University, East Lansing, Michigan 48823. $2.00 per year (4 issues); Single issues 0.25 each in quantities of 25 or more

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Achievement Tests, Audiovisual Aids, Grade Equivalent Scores, *Information Dissemination, Measurement, Models, Norms, Parent School Relationship, *Public Relations, School Community Relationship, *Scores, Student Grouping, Test Bias, Testing Programs, *Test Interpretation, *Test Results

The major elements of a test interpretation model which would assist school personnel in presenting standardized test information to the public are presented. The model is a prototype based upon the testing program used in the Oakland, California Public Schools. An outline and sequence of the test score presentation are suggested, including notes on important background concepts. A discussion of test scores as they reflect school needs, and a selection of questions frequently asked by parent and community groups are provided. Consideration is given to uses of test scores, questions in interpreting test results, types of tests given in schools, test norms on comparison groups, types of test scores, summary statistics, and suggested data for presentation. Statistical illustrations are provided. (AE)

ED 051 305 TM 000 683

Coller, Alan R. Guthrie, P. D.

Self-Concept Measures: An Annotated Bibliography.

Educational Testing Service, Princeton, N.J. Head Start Test Collection.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Apr 71

Note—11p.; Test Collection Report

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Annotated Bibliographies, Attitude Tests, *Early Childhood Education, Grade 1, Grade 2, Grade 3, Personality Tests, *Preschool Tests, *Self Concept, *Self Concept Tests, Self Evaluation, Testing, Test Reliability, Test Selection, Test Validity

Identifiers—*Project Head Start

Twenty-seven instruments appropriate for measuring self-concept in children from the preschool level through the third grade are listed. Information concerning the purpose of the instrument, nature of the materials, groups for which it is intended, administration, scoring, interpretation and standardization are included when available together with the source from which the instrument may be obtained. The bibliography is seen as an initial screening device in the search for appropriate tests. (AE)

ED 052 250 TM 000 636

Bianchini, John C. And Others

The Berkeley Project: Race and Socio-Economic Status in the Selection Testing of Municipal Personnel.

Pub Date Oct 66

Note—30p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Aptitude Tests, Caucasians, Community Agencies (Public), *Competitive Selection, Government Employees, Item Analysis, Minority Groups, Negroes, Performance Specifications, *Personnel Selection, *Racial Differences, Scores, *Socioeconomic Status, Test Bias, Testing

Identifiers—Otis Quick Scoring Mental Ability Test, *The Berkeley Project

Racial factors in personnel selection procedures and the performance of racial and socio-economic groups on a testing instrument widely used in personnel selection and in public schools are discussed. The study questions whether individual test items are relatively easier for one racial group than for another, and whether there is a relationship between test performance and socio-economic status. A description of the instrument, subjects, method, and a careful analysis of the data is included. Considerable interest has been aroused by this study, perhaps because it is the first project of its kind to be undertaken. (TA)

ED 052 366 VT 013 536

Walther, Regis H.

The Measurement of Work-Relevant Attitudes, A Report on the Development of a Measuring Instrument. Final Report.

George Washington Univ., Washington, D.C.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Report No—DLMA-41-7-004-09

Pub Date Oct 70

Note—49p.

Available from—National Technical Information Service, Operations Division, Springfield, Virginia 22151 (PB 195 986, MF $0.95, for hardcopy price see catalog)

Document Not Available from EDRS.

Descriptors—Factor Analysis, *Measurement Instruments, Motivation, *Out of School Youth, *Psychological Tests, *Test Construction, Testing, *Work Attitudes

This paper reports the development of a self-report inventory for measuring work-relevant attitudes. A pool of 72 items was created after a review of the research literature. These items were administered to 89 out-of-school Neighborhood Youth Corps enrollees in Cincinnati and to 78 New Careers enrollees in Durham. Performance ratings were obtained from counselors for each subject. A factor analysis of the 72 items produced three interpretable factors: optimism, unsocialized attitudes, and self-confidence. The items were then grouped into three scales designed to measure these variables. A revised inventory was prepared and administered to 447 subjects. A factor analysis of the items supported the previous conclusions that optimism, self-confidence, and unsocialized attitudes were three important dimensions. The inventory should prove useful in connection with the development of programs designed to modify work-relevant attitudes. (Author)

ED 053 178 TM 000 708

Shimberg, Benjamin

New Tools for Guidance in Business Education.

Educational Testing Service, Princeton, N.J.

Pub Date 15 Oct 70

Note—16p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Ability Identification, *Aptitude Tests, *Business Education, Expectancy Tables, Guidance Counseling, Interest Tests, Job Placement, *Occupational Guidance, Prediction, Predictive Ability (Testing), *Student Placement, Testing, Tests

Identifiers—CGP, Comparative Guidance and Placement Program, GATB, General Aptitude Test Battery

Several recently developed measurement instruments, the General Aptitude Test Battery (GATB), the Comparative Guidance and Placement Program (CGP), the Kuder Occupational Interest Survey (DD), the Ohio Vocational Interest Survey (OVIS), and the Gordon Occupational Check List, are considered in connection with guidance testing for occupational placement. (AG)

ED 053 219 TM 000 768

Heubach, Philip Gilbert

Heubach Smoking Habits and Attitudes Questionnaire.

Pub Date Aug 64

Note—11p.

Available from—See TM 000 767; not available separately

Document Not Available from EDRS.

Descriptors—*Health Education, *High School Students, Public Health, *Questionnaires, *Smoking, *Student Attitudes, Student Opinion, Tests, Tobacco

This Questionnaire, consisting of 74 yes/no, multiple choice, and completion items, is designed to assess smoking practices and attitudes toward smoking in high school students. Questions pertain to personal data, family smoking practices and attitudes, personal smoking habits, reasons for smoking or not smoking, and opinions on smoking. Detailed questionnaire findings for a sample of 605 San Diego, California high school seniors are reported in TM 000 767. (DG)

ED 053 220 TM 000 771

Smith, Berneda C.

Smith Alcohol Knowledge Test.

Pub Date 67

Note—13p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Alcohol Education, *Alcoholism, Health, *Health Education, *High School Students, Public Health, *Tests

High school students' knowledge of alcohol and its use is measured by a test composed of 76 five option multiple choice items. Areas covered include definition of terms, physical effects, psychological effects, the disease concept of alcoholism, treatment and prevention, socio-economic factors, and safety factors. Mean scores by age and sex for a sample of 300 students are reported, along with split-half reliabilities. The test may be used without consulting the author. (DG)

ED 054 030 SO 001 629

Test of Understanding in Personal Economics: Interpretive Manual and Discussion Guide, and Test Form.

Joint Council on Economic Education, New York, N.Y.

Pub Date 71

Note—39p.

Available from—Joint Council on Economic Education, 1212 Avenue of the Americas, New York, New York 10036 (Test, $5.00(Pkg. of 25); Manual, $1.50)

Document Not Available from EDRS.

Descriptors—*Achievement Tests, Business Education, *Consumer Economics, *Consumer Education, Home Economics Education, Manuals, *Money Management, Social Studies, *Tests

This test was developed in conjunction with the series of Guides for teaching personal economics in the social studies, business, and home economics curricula. The test itself consists of 50 multiple choice questions selected as having greatest validity for evaluation and representing the best balance among what should be measured to indicate competency in personal economics as defined in the Guides. The interpretive manual explains the development and use of the test, instructions for test administration and scoring, and an item-by-item rationale. Also provided are normative data which resulted from administration of the test to high school students in the country who had not as yet been exposed to classes based on these Guides. These data included as an aid to the teacher and should not be considered as standards for achievement. An Answer Sheet, hand scoring key, and a Users' Report Form are included in the manual. (See SO 001 628 for related documents.) (JLB)

ED 054 217 TM 000 792

Pascale, Pietro J. Jakubovic, Shaena

The Impossible Dream: A Culture-Free Test.

Pub Date [71]

Note—25p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Compensatory Education, Cultural Differences, Cultural Factors, *Culture Free Tests, *Disadvantaged Youth, *Intelligence Tests, Nonverbal Tests, Performance Criteria, *Test Bias, Testing, *Testing Problems, Test Interpretation, Test Wiseness

The study reviewed the formats and psychometric rationale of several alleged culture-fair tests. Advantages and disadvantages of each instrument were examined and implications for compensatory education were discussed. (Author)

ED 054 219 24 TM 000 795

Goolsby, Thomas M., Jr. Wray, Grace A.

Practice Test for Pre-Primary and Beginning First Grade.

Georgia Univ., Athens. Research and Development Center in Educational Stimulation.

Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Pub Date Mar 69

Contract—OEC-6-10-061

Note—8p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Grade 1, Group Tests, *Preschool Children, Preschool Tests, Student Testing, Test Construction, Testing, *Testing Problems, *Test Wiseness, *Visual Measures

The purpose of this pictorial practice Test is to prepare pre-primary and beginning first grade children who have not had experience with a group test to do tasks similar to those found on a regular test. The instructions for the practice test stress important cues and directions helpful during test administration, and include the entire dialogue for the test procedure. (Author/CK)

ED 054 282 UD 011 791

Williams, E. Belvin

Testing of the Disadvantaged: New Opportunities

Pub Date Sep 71

Note—18p.; Paper presented at the American Psychological Association Convention, Washington, D.C., September 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Achievement Tests, Admission Criteria, *Disadvantaged Youth, Educational Discrimination, Employment Problems, Intelligence Tests, Minority Groups, *Test Bias, *Testing, *Testing Problems

This essay discusses testing of the disadvantaged and the possibilities for new approaches to the problem. The black community's resistance to testing and the legal implications of employment and educational discrimination which results from testing are discussed. The objections to testing the disadvantaged are reviewed. At the end, it is hoped that other criteria than test scores will be used for university admission and employment. (Author/JW)

ED 055 112 TM 000 843

Hoepfner, Ralph

A Test of Tests.

California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Report No—CSE-69

Pub Date May 71

Note—24p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Administrative Problems, Correlation, *Educational Needs, Educational Objectives, Elementary Grades, *Evaluation Criteria, *Factor Analysis, Measurement Instruments, Norms, Test Reliability, *Tests, *Test Selection, Test Validity

Identifiers—*School Evaluation Project

An objective-based classification of needs assessment areas for elementary education and a critical test evaluation procedure for application to measurement devices in these need areas were developed. Criteria for the evaluation are measurement validity, examinee appropriateness, administrative usability, and normed technical excellence. The results of 24 evaluations performed on 1,649 scales are discussed. (MS)

ED 055 122 TM 000 876

Hayman, John L., Jr. Calendine, Jerry

Survey of Testing in the Great City Schools.

Council of the Great City Schools, Washington, D.C.

Pub Date Sep 70

Note—101p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Achievement Tests, Aptitude Tests, *Culturally Disadvantaged, Flexible Progression, Intelligence Tests, Interest Tests, Mathematics, Norm Referenced Tests, Personality Tests, Preschool Tests, Reading Tests, Science Tests, *Standardized Tests, *Surveys, Testing, *Testing Problems, *Test Results

Identifiers—*Great Cities Program

Returns from the Survey of Testing questionnaire, which was mailed to each testing director in the Great Cities Program, are summarized. The Survey includes: 1) information concerning test standardization, 2) information concerning the use of test results, 3) all tests currently used in the Great City Schools. (MS)

ED 055 123 TM 000 897

Hoepfner, Ralph And Others

CSE-ECRC Preschool Kindergarten Test Evaluations.

California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency—Office of Economic Opportunity, Washington, D.C., Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Pub Date 71

Note—137p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Behavioral Objectives, Early Childhood Education, Educational Accountability, Educational Objectives, *Evaluation, Evaluation Criteria, *Kindergarten, Norms, *Preschool Tests, *Rating Scales, *Tests, Test Validity

Identifiers—MEAN Test Evaluation Procedure

Approximately 120 published pre-school and Kindergarten tests (including over 630 subtests with separately normed scores) were evaluated through the MEAN test evaluation procedure which reflects four main areas of concern: measurement validity, examinee appropriateness, administrative usability, and normed technical excellence. Evaluation results are presented in tabular form and are indexed by the educational objective to which they are keyed, and by test name. An index of publishers and distributers of available Preschool and Kindergarten tests is also included. (MS)

ED 055 289 CG 006 634

Griffiths, Anita

Tests as a Form of Rejection of Minority Group Children.

Pub Date 71

Note—8p.; Paper presented at Canadian Guidance and Counseling Association convention, Toronto, May 30 - June 2, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Ability, Intelligence Tests, Mexican Americans, *Minority Group Children, Negro Achievement, *Psychological Tests, *Self Esteem, *Social Discrimination, *Tests

The author claims that the dignity and self-esteem of minority group children in particular are effectively destroyed in schools. Racial and ethnic prejudices create the vicious cycle of low expectations -- low achievement -- lower expectations. Abilities are further undermined by the emphasis in schools on verbal skills and reading as opposed to non-verbal skills. Ability tests, standardized with middle class white children and geared to their value system, are used to classify all children for the rest of their lives; however, most minority group members cannot do well because of the test's irrelevance or senselessness. Because these children's backgrounds and experiences are so diverse, standardized tests provide little help in achieving the goal of equal educational opportunity when used for grouping children. However, if they are used to develop recommendations for individualized instruction, to provide experiences appropriate to the development of each child, they have value. Several examples of intelligent test items which are potentially unintelligible or likely to be misinterpreted, are cited. (KS)

ED 055 660 PS 005 075

Williams, John E.

Preschool Racial Attitude Measure II (PRAM II): General Information and Manual of Directions.

Wake Forest Univ., Winston Salem, N.C. Dept. of Psychology.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date 71

Note—22p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Caucasians, *Manuals, Negroes, Pictorial Stimuli, *Preschool Children, *Racial Attitudes, *Test Construction, *Testing, Test Interpretation

Identifiers—PRAM II, *Preschool Racial Attitude Measure II

The Preschool Racial Attitude Measure (PRAM) has been developed to provide a method for assessing the attitudes of pre-literature children toward Caucasian and Black persons. This manual provides information concerning the administration and scoring of the revised procedure--PRAM II. The revision entailed doubling the length, improving the artistic quality of the pictures, and adding a measure of racial identification while maintaining a supplementary sex-role score. The manual includes instructions for general administration conditions, testing procedures, scoring procedures, and interpretation of the scores. Appendixes comprise half the document and include a bibliography, references on related color meaning studies, a copy of PRAM II, and tables summarizing the results of a study in progress to standardize PRAM II. (Author/AJ)

ED 055 692 RC 005 595

McDiarmid, G. L.

The Hazards of Testing Indian Children.

Pub Date 71

Note—21p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*American Indians, Culture Conflict, Language Handicaps, *Standardized Tests, *Test Bias, Test Construction, Testing, Test Interpretation, *Test Reliability, *Test Validity

Referring principally to Indians on reserves, this summary paper discusses the role that poverty, health and nutrition, social conflict, language, and test motivation play in relation to interpretation of test data obtained on Indian children. It is reported that the 2 greatest problems affecting test reliability, validity, and validity of test interpretation in this context are language and test motivation. Approaches to measurement of the Indian child's mental ability that are reported to be promising are discussed. (BO)

ED 055 921 SE 012 641

Kellner, Robert

Environmental Concern Inventory. Form K-4, 5-8, 9-12.

Project I-C-E, Green Bay, Wis.

Pub Date Jan 71

Note—31p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Elementary School Students, *Environmental Education, *Evaluation, *Secondary School Students, *Tests

Identifiers—ESEA Title III

The Environmental Concern Inventory, three evaluative instruments for grades K-4, 5-8, and 9-12, is a problem solving quiz designed to help the teacher discover those types of problems or environmental concerns not clear to students. On the K-4 inventory, respondents need only place a check in the box that contains the picture which illustrates their answer. In the 5-8 and 9-12 inventories, a hypothetical problem situation is given and a solution is subsequently chosen. This work was prepared under an ESEA Title III contract. (CP)

ED 056 060 TM 000 848

Puzzuoli, David A. Alexander, Donald L.

A Study of the West Virginia State-County Testing Program.

West Virginia Univ., Morgantown. Coll. of Human Resources and Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Apr 71

Note—181p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Academic Achievement, Academic Aptitude, Achievement Tests, Curriculum Development, Educational Accountability, Educational Objectives, *Educational Planning, Educational Trends, Financial Support, Formative Evaluation, Instructional Staff, Item Analysis, Models, *Program Evaluation, School Holding Power, *State Surveys, Statistical Data, Student Enrollment, *Student Evaluation, *Testing Programs

Identifiers—Otis Lennon Mental Abilities Test, School and College Ability Test, Sequential Tests of Educational Progress, Stanford Achievement Test

In September 1962, the State Board of Education initiated a broad annual study of the academic achievement and scholastic aptitude of West Virginia public schools called the State-County Testing Program. The results of this program in Region II West Virginia schools for 1965-66 - 1969-70 are analyzed to: 1) identify discernable trends; 2) find any significant disparities between results of the Testing Program and the objectives of the Comprehensive Education Program; 3) provide an item analysis on achievement tests used in the State-County Testing Program for academic year 1969-70. (MS)

ED 056 082 TM 000 886

Rosen, Pamela Horne, Eleanor V.

Language Development Tests: An Annotated Bibliography.

Educational Testing Service, Princeton, N.J.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date Aug 71

Note—14p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Achievement Tests, *Annotated Bibliographies, Aptitude Tests, Grade 1, Grade 2, Grade 3, *Language Development, Language Skills, *Language Tests, Library Collections, *Preschool Children, Preschool Programs, Preschool Tests, *Primary Grades, Testing Programs, Test Reviews, Tests

Identifiers—*Head Start Test Collection

Brief annotations of currently available language development measures appropriate for use with preschool children as well as with lower elementary grade children (grades 1 through 3) are presented. The annotation provides information concerning the purpose of the test; the groups for which it is intended; test subdivisions or tested skills, behaviors, or competencies; administration; scoring; interpretation; and standardization. (CK)

ED 056 083 TM 000 887

Guthrie, P. D. Horne, Eleanor V.

School Readiness Measures: An Annotated Bibliography.

Educational Testing Service, Princeton, N.J.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date Aug 71

Note—26p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Annotated Bibliographies, Aptitude Tests, Learning Readiness, Library Collections, Maturation, *Preschool Children, Preschool Tests, *Primary Grades, Readiness (Mental), *School Readiness Tests, Testing Programs, *Test Reviews, Tests

Identifiers—*Head Start Test Collection

Brief annotations of currently available general school readiness measures are presented. The annotation provides information concerning the purpose of the test; the groups for which it is intended; test subdivisions or tested skills, behaviors, or competencies; administration; scoring; interpretation; and standardization. An alphabetical listing of the instruments which indicates the ages for which each is suitable is also included. (CK)

ED 056 084 TM 000 888

Rosen, Pamela; Horne, Eleanor V.

Tests for Spanish-Speaking Children: An Annotated Bibliography.

Educational Testing Service, Princeton, N.J.

Spons Agency—Office of Child Development (D-HEW), Washington, D.C.

Pub Date Aug 71

Note—14p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Achievement Tests, *Annotated Bibliographies, Aptitude Tests, Intelligence Tests, Library Collections, Personality Tests, *Preschool Tests, *Primary Grades, *Spanish Speaking, Test Reviews, *Tests

Identifiers—*Head Start Test Collection

Brief annotations of currently available instruments appropriate for use with Spanish-speaking children are presented. Measures in such areas as intelligence, personality, ability, and achievement are included and separate indexes are given. The annotation provides information concerning the purpose of the test; the groups for which it is intended; test subdivisions or tested skills, behaviors, or competencies; administration; scoring; interpretation; and standardization. An alphabetical listing of the tests which indicates the ages for which each is considered suitable is also included. (CK)

ED 056 085 TM 000 889

Guthrie, P. D.; And Others

Measures of Social Skills: An Annotated Bibliography.

Educational Testing Service, Princeton, N.J.

Spons Agency—Office of Child Development (D-HEW), Washington, D.C.

Pub Date Aug 71

Note—28p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Annotated Bibliographies, Attitude Tests, Behavior Development, Behavior Rating Scales, Diagnostic Tests, Grade 1, Grade 2, Grade 3, *Interpersonal Competence, Library Collections, Personality Assessment, Personality Tests, *Preschool Children, Preschool Tests, *Primary Grades, Racial Attitudes, Rating Scales, Social Attitudes, Socialization, Social Maturity, Test Reviews, *Tests

Identifiers—*Head Start Test Collection

Brief annotations of instruments concerned with a variety of social skills measures appropriate for use with children from the preschool level through the third grade are provided. Included are tests designed to measure social competency, interpersonal competency, social maturity, social sensitivity, and attitudes toward others. The annotation provides information concerning the purpose of the test; the groups for which it is intended; test subdivisions or tested skills; behaviors or competencies; administration; scoring; interpretation; and standardization. An age table is also provided which lists the tests alphabetically, indicates the ages for which each instrument is considered suitable, and gives the page on which each annotation appears. (Author/CK)

ED 056 086 TM 000 890

Ball, Samuel

Assessing the Attitudes of Young Children Toward School.

Educational Testing Service, Princeton, N.J.

Spons Agency—Office of Child Development (D-HEW), Washington, D.C.

Pub Date Aug 71

Note—15p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Attitude Tests, Classroom Observation Techniques, *Evaluation Techniques, Grade 1, Grade 2, *Preschool Children, Preschool Evaluation, Preschool Programs, Preschool Tests, *Primary Grades, Rating Scales, *School Attitudes, Student Adjustment, *Student Attitudes, Teacher Attitudes, Testing, Testing Problems

Identifiers—*Head Start Test Collection

This paper presents an overview of the state of the art in attitude assessment of young children toward school and school-related activities. The focus is on preschool children, aged four, through second grade children. Various problems of attitude assessment are presented and techniques of attitude measurement such as (1) teacher ratings, (2) rating children under simulated conditions, (3) pupil's self-report and (4) non-reactive unobtrusive measures are discussed. (CK)

ED 056 772 PS 005 164

Williams, John E.

Preschool Racial Attitude Measure II (PRAM II): Technical Report #1: 1970-71 Standardization Study.

Wake Forest Univ., Winston Salem, N.C. Dept. of Psychology.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date 71

Note—56p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Age, Caucasians, Identification (Psychological), Lower Class, Middle Class, Negroes, *Preschool Children, *Racial Attitudes, Sex Differences, *Standardized Tests, Tables (Data), *Testing, *Test Reliability

Identifiers—PRAM II, Preschool Racial Attitudes Measure (PRAM)

This report provides detailed technical information concerning the Preschool Racial Attitude Measure II (PRAM II) a method for assessing the attitudes of pre-literate children toward light- and dark-skinned individuals. Several major changes were involved in the PRAM II revision: (1) the length was doubled, (2) the general artistic quality of the stimulus materials was improved and differential hair color of the figures was removed, and (3) the revised measure can be used to test both sex-role and racial identification. Information provided in the report includes a brief summary and bibliography of studies done using the PRAM I procedure; a description of the PRAM II test materials; descriptions of the subject groups and procedures employed in the 1970-71 standardization study; a summary of the findings of this study; and some general comments on the current status of the PRAM II procedure. Appendixes included. (Author/AJ)

ED 057 212 VT 014 249

Youth Resources Manual for Coordinators.

President's Council on Youth Opportunity, Washington, D.C.

Pub Date Mar 71

Note—236p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (PR 36.8:Y8/Y8/971, $1.75)

EDRS Price MF-$0.65 HC-$9.87

Descriptors—Community Resources, *Coordinators, Directories, *Disadvantaged Youth, Drug Abuse, *Employment Programs, Financial Support, *Manuals, Program Coordination, Program Development, Resource Materials, Vocational Education, Youth Clubs, Youth Employment, Youth Problems, *Youth Programs

Prepared as a coordinators' manual for program development, this document discusses the employment and occupational education of disadvantaged youth. Also discussed are related topics such as recreation and arts, availability of transportation to and from work, and drug use and abuse. Still other sections of the manual are devoted to the role of the youth coordinator in terms of: (1) fuller use of educational resources, (2) public contact and communications, (3) financial support from foundations, and (4) conference planning. The appendix provides additional resource materials useful to the program coordinator. These include names and addresses of: (1) State and Local Youth Coordinators, (2) Federal Youth Program Contacts, (3) National Alliance of Businessmen's (NAB) Youth Directors, (4) Department of Housing and Urban Development Regional Youth Coordinators, (5) 4-H Youth Development Leaders, (6) State Chamber of Commerce Executives, (7) State Elementary and Secondary Education Act-Title I Coordinators, and (8) Bureau of Outdoor Recreation State Liaison Officers. (JS)

ED 057 217 VT 014 260

Fortis, Adolf; Oliver L. Thomas

National Occupational Competency Testing Project. A Consortium for Occupational Competency Testing of Trade and Industrial Technical Teachers. Phase I: Planning--Organizing--Pilot Testing. Volume 3, Handbook for Developing and Administering Occupational Competency Tests.

Rutgers, The State Univ., New Brunswick, N.J. Dept. of Vocational-Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date 1 Feb 71

Note—171p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Administrator Responsibility, Bibliographies, Educational History, Educational Philosophy, *Performance Tests, *Resource Materials, *Teacher Evaluation, *Test Construction, Test Results, Trade and Industrial Education, *Trade and Industrial Teachers

Much effort has been directed toward the evaluation of human characteristics and abilities. This handbook is an outgrowth of an extensive study of occupational competency testing and is intended to assist in the development, administration and evaluation of written and performance tests wherever occupational competency evaluation may be fundamental to employment, upgrading or promotion. This report: (1) provides the historical background and philosophical concepts of occupational competency testing; (2) outlines test development procedures; (3) discusses test administration; (4) considers the evaluation of occupational competency tests and test results; and (5) presents findings concerning national occupational competency testing. This is an outgrowth of the report on "The state of the art" and the experiences gained in pilot testing of two tests. List of resources, references and a bibliography complement this report. Related documents are available as ED 051 378 and VT 014 261 in this issue. (GEB)

ED 058 288 TM 001 003

Lunneborg, P. W.

Washington Pre-College Testing Program Vocational Interest Inventory (1972).

Washington Univ., Seattle. Bureau of Testing.

Pub Date 69

Note—9p.

Available from—University of Washington, Bureau of Testing, Seattle, Washington 98105

Document Not Available from EDRS.

Descriptors—Agricultural Occupations, Art Activities, Careers, Clerical Occupations, Finance Occupations, Forced Choice Technique, *High School Students, *Interest Scales, *Occupational Aspiration, Personal Interests, Researchers, Sales Occupations, Service Occupations, Teachers, Technical Occupations, *Tests, *Vocational Interests, White Collar Occupations

Identifiers—*Vocational Interest Inventory

The intent of the Vocational Interest Inventory is to provide an intra-individual profile of interests across eight activity foci: service, outdoor, science, business contact, organization, technology, general cultural, and arts and entertainment. The inventory, which may be group administered, employs an ipsative, forced-choice format for both 56-item sections, "Occupations" and "Activities." The inventory was analyzed on a sample of high school juniors. It was initially scored by summing, separately for each section, the items answered in the keyed direction for each of the eight interest areas. A hand-scoring key is included in the manual (TM 000 784). (MS)

ED 058 451 08 VT 014 552

Crites, John O.

Vocational Development and Vocational Education in Adolescence. Final Report.

Iowa Univ., Iowa City.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-0038

Pub Date Dec 69

Contract—OEC-5-85-018

Note—135p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Adolescence, *Attitude Tests, *Educational Research, Elementary Grades, Maturation, Research Methodology, Secondary Grades, Test Construction, *Test Reliability, *Test Validity, *Vocational Development, Vocational Education, Vocational Interests, Work Attitudes

Identifiers—Vocational Maturity

The research summarized in this report was stimulated by the need for an objective, standardized measure of vocational maturity which would provide an empirical referrent for the conceptual terms of vocational development. The instrument constructed for this purpose is the Vocational Development Inventory (VDI), consisting of the Competence Test designed to assess the cognitive components of vocational maturity, and the Attitude Scale designed to operationally define the conative elements in vocational maturity. The Attitude Scale is the only part of the VDI that has been developed and extensively investigated over the past 8 years. To further study the Attitude Scale, the Vocational Development Project (VDP) was established to implement a program of four different, but interrelated types of research, including survey, technique, theoretical, and applied. A data bank has been maintained by VDP to collate and analyze the research findings and to disseminate them periodically to facilitate further research. From the research conducted thus far, it can be concluded that the Attitude Scale is a widely applicable, reliable, and valid measure of vocational maturity and that it enters into relationships with a number of variables indicating that it operationally defines the concept of vocational maturity. (Author/SB)

ED 058 511 AC 012 190

Kaple, Donald J. Kaple, Marion Keeler

Special Counseling for the Disadvantaged Adult.

Pub Date 71

Note—64p.

Available from—Prentice-Hall Adult Education Series, Prentice-Hall, Inc., Englewood Cliffs, N.J. (no price given)

Document Not Available from EDRS.

Descriptors—*Adult Basic Education, *Adult Counseling, *Counselor Functions, *Disadvantaged Groups, Group Counseling, Human Relations, Intervention, Job Placement, Professional Personnel, Self Evaluation, Student Records, Teacher Role, Testing, Test Results, *Test Selection

This book is designed to aid teachers and administrators who have not had special training in counseling and who are working in educational programs for the disadvantaged adult. Subject areas discussed are: The Counselor and the Client (Duties of the Counselor; Areas of Assistance for the Client); Who Are the Disadvantaged (Characteristics of the Disadvantaged); The Enrollment Process: Let's Talk about Recruitment (Where to Look; Recruitment Is Continuous); Assessment of the Adult Student (The Purpose of Selection and of Grouping); To Test or Not to Test (Informal Techniques; The Test Is a Tool; Standard Tests Available; Use and Misuse of Test Results; Determining Test Readiness); Keeping Records of the Student (The Counselor's Need for Informa[illegible] Attendance Records); Supporting Services: Counseling (Counseling in General; Counseling the Disadvantaged; Developing a Relationship); Self Assessment (Job Related Self Assessment; Establishing Goals); Group Counseling (Treatment and Intervention; Referral Services; Placement Services); Designing Your Own Testing Tool (Examples of Informal Inventories). References are provided. (DB)

ED 059 533 EA 003 970

New York State Pupil Evaluation Program. School Administrator's Manual.

New York State Education Dept., Albany. Bureau of Pupil Testing and Advisory Services.

Pub Date Jun 70

Note—61p.

Available from—New York State ERIC Service, Room 468 EBA, State Education Dept., Albany, New York 12224 (Microfiche copies available free to educators)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Academic Achievement, *Administrator Guides, Arithmetic, *Educationally Disadvantaged, Grade 3, Grade 6, Grade 9, Reading Tests, Student Testing, *Testing Programs, *Test Interpretation

Identifiers—New York

The Pupil Evaluation Program is a fall testing program required of all pupils in grades 3, 6, and 9 in the public and nonpublic schools of New York State. The program was originally established to provide information vital to the efficient management of ESEA Title I funds. It now provides an annual Statewide school-by-school inventory of pupil achievement in reading and mathematics. The test results identify, objectively and reliably, educational needs and indicate progress in meeting these needs irrespective of whether the funds originate from a local, state, or national source. This manual describes the tests and the general procedures for their administration, and discusses the interpretation of scores using the test results. (Author)

ED 060 040 TM 001 123

Talbott, Albert D.

Q Technique and Its Methodology: A Brief Introduction and Consideration.

Pub Date Feb 71

Note—14p., From symposium "The Use of Q Methodology for Research in Educational Administration," presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971

Available from—School of Journalism, University of Iowa, Iowa City, Iowa 52240 ($0.50 per hard copy)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Attitudes, *Attitude Tests, Behavioral Science Research, *Cluster Grouping, Correlation, *Factor Analysis, Measurement Techniques, *Methodology, Opinions, Personality Assessment, Personality Tests, *Q Sort, Rating Scales, Reliability, Stimuli, Test Construction, Testing, Validity

The development of Q methodology is briefly reviewed, and the methodology itself is briefly described. Finally, a number of the issues are raised relating to the use of Q. Q methodology can have fruitful applications if it is not used indescriminately. Appropriate use of Q requires careful attention to the way the problems being researched are defined. (Author/AG)

ED 060 042 TM 001 125

Guthrie, P. D.

Measures Pertaining to Health Education: I. Smoking. An Annotated Bibliography.

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Report No—TM-R-8

Pub Date Jan 72

Note—20p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Annotated Bibliographies, Attitudes, Behavior, Check Lists, Drug Abuse, *Health Education, Measurement Instruments, Questionnaires, Rating Scales, Scoring, *Smoking, Standardized Tests, Surveys, Test Interpretation, Test Reliability, *Tests, Test Selection, Test Validity, *Tobacco

This annotated bibliography describes instruments pertaining to smoking attitudes, behaviors, knowledge, and correlates. Information concerns test purpose, intended groups, test subdivisions, administration, scoring, interpretation, and standardization. (MS)

ED 060 135 TM 001 401

Ebel, Robert L.

1971 AERA Conference Summaries: IV. Test Development, Interpretation, and Use.

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Report No—TM-R-14

Pub Date Mar 72

Note—17p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—College Students, *Creativity Tests, Disadvantaged Youth, Educational Testing, Elementary Education, Factor Analysis, Intelligence Tests, Multiple Choice Tests, *Performance Factors, Predictive Validity, Response Style (Tests), Secondary Education, Student Characteristics, *Test Construction, *Testing, Testing Programs, Test Interpretation, *Test Validity

Identifiers—AERA, *American Educational Research Association

This report presents a thematic summary of the AERA papers dealing with test development, interpretation, and use, presented at the 1971 meeting in New York City. Papers were grouped into the following categories: test development and validation; inventory development and validation; measurement of creativity; factors in test performance; use of tests to measure status or change; use of tests to predict; and use of tests to foster learning. (AG)

ED 060 579 EC 041 416

Abbott, Betty, Comp.

Scales and Tests for Evaluating Children with Learning Disorders.

McFarland Mental Health Zone Center, Springfield, Ill.

Spons Agency—Illinois State Office of the Superintendent of Public Instruction, Springfield.

Pub Date May 70

Note—8p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Evaluation, *Exceptional Child Services, Intelligence Tests, *Learning Difficulties, Perception Tests, Reading Tests, Screening Tests, *Testing

Scales and tests for evaluating children with learning disorders are listed by type of test and by characteristics investigated. Types of tests listed are individual intelligence tests, developmental charts, readiness tests, and language evaluation instruments. Tests are also included for investigating visual motor development and functioning, auditory-verbal development and functioning, and reading and spelling. Sixty-six items comprise the list, and addresses of test publishers are given. (RJ)

ED 061 458 VT 015 024

Zener, Thelma Baldwin Schnuelle, Leslie

An Evaluation of the Self-Directed Search: A Guide to Educational and Vocational Planning.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—JHU-R-124

Bureau No—BR-6-1610

Pub Date Feb 72

Grant—OEG-2-7-061610-0207

Note—70p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Career Planning, Decision Making, *Evaluation Criteria, High School Students, *Occupational Choice, Occupational Guidance, *Self Evaluation, *Testing, Test Reliability, Test Validity, Vocational Counseling, Vocational Interests

Identifiers—Self Directed Search

In an evaluation of the Self-Directed Search (SDS), a self-administered vocational counseling experience based on Holland's theory of vocational choice and his occupational classification, a total of 1,092 students in 10th, 11th, and 12th grades in four high schools were divided into three treatment groups. One group took the regular, published version of the SDS, while the second group took a version of the SDS which did not contain the "self-directed" aspects. The third group served as a control, receiving no treatment. Evaluative criteria were selected that would assess the special effects of the SDS as well as effects commonly expected from more typical vocational counseling procedures. Results revealed that both versions of the SDS were effective in increasing the number of occupations being considered, but students taking the published version were considering more appropriate occupations based on their activities, competencies, interests, and self-ratings than those who took the non-self-directed version. In addition both versions of the SDS were effective in increasing satisfaction and certainty about vocational plans, and the effectiveness of both versions was evaluated as moderately positive by the students. Sample student interest questionnaire, opinion form, and vocational guidance questionnaires are appended. (Author/SB)

ED 062 016 PS 005 626

MacDonald, Randolph

Analysis of Intelligence Scores.

Appalachia Educational Lab., Charleston, W. Va.

Report No—TR-13

Bureau No—BR-6-2909

Pub Date Dec 71

Note—14p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Attention, Cognitive Processes, *Comparative Analysis, Data Analysis, *Educational Programs, Educational Research, *Intelligence Level, Language Development, Measurement Instruments, Orientation, *Preschool Children, Psychomotor Skills, Task Performance, Testing, *Test Results

Identifiers—*Peabody Picture Vocabulary Test, PPVT

A study directed toward the education of preschool children is presented. This study, the Appalachia Preschool Education Program, was designed to affect the performance of children aged 3, 4, and 5 in four skill areas: orienting and attending, motor activity, language, and cognition. One of the instruments used in the evaluation of the program was the Peabody Picture Vocabulary Test (PPVT). Results of the administration of that test to children in the Preschool Education Program are presented. The report is divided into three sections. The first describes the test and its administration; the second presents the analysis of test data and compares the performance of children in three treatment groups and one control group. The third section explains and defends the use of post-test PPVT scores as a covariate in analyzing results of testing used in other instruments. (Author/CK)

ED 062 022 PS 005 632

Miller, George

Measuring Children's Curiosity.

Appalachia Educational Lab., Charleston, W. Va.

Report No—TR-22

Bureau No—BR-6-2909

Pub Date Dec 71

Note—12p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Attitudes, Child Development, Comparative Analysis, Educational Television, *Evaluation Techniques, Hypothesis Testing, *Imagination, Individual Development, Interaction, Measurement Instruments, Mechanical Skills, Mobile Classrooms, Nonprofessional Personnel, Observation, Play, *Preschool Children, *Sex Differences, *Stimulus Devices, Testing, Video Tape Recordings

Identifiers—Appalachia Preschool Education Program

A study to develop a technique for measuring the curiosity of young children and to determine whether three treatments affected the subjects as hypothesized is presented. The Appalachia Educational Laboratory's Preschool Education Program sought to stimulate curiosity in its 3-, 4-, and 5-year-old subjects. One third of the children received only a daily television program. Another third saw the television program and were visited in the homes each week by a paraprofessional. The remaining third saw the television program, received the home visit, and attended an hour session in a mobile classroom when it visited once a week. Testing involved bringing children to the field office for a session. After completing the testing, children went to a room and play for a period of time. The degree of curiosity was operationally defined as the proportion of the total time spent experimenting with the unfamiliar object. The device used to stimulate the children's curiosity was a brightly colored box. It was found that boys appeared more interested in the device than girls, based on their interaction with it. It is concluded that girls at this age have the ability to manipulate these objects but are no longer at a developmental stage in which they are as interested in such activities as boys. (Author/CK)

ED 062 391 TM 001 329

Brehman, George E., Jr.

Attitude Toward School Learning: The Development of a Seventh Grade Level Instrument for Measurement of Goal IV of the Pennsylvania Educational Quality Assessment Program.

Pennsylvania State Dept. of Education, Harrisburg.

Pub Date Apr 72

Note—21p.; Paper presented at the annual meeting of the American Educational Research Association (Chicago, Ill., April 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Attitude Tests, Educational Accountability, Educational Improvement, Factor Analysis, Factor Structure, *Grade 5, *Grade 11, Item Analysis, Learning Experience, Learning Processes, *Program Evaluation, Public Schools, State Programs, Student Attitudes, Student Experience, *Test Construction, Testing, Test Reliability, Test Validity

The objectives of this study were twofold: first, to develop an improved version of the instruments used to measure Goal IV (Attitude Toward School and School Learning) at the fifth and eleventh grade levels in the public schools of Pennsylvania under a program of "Educational Quality Assessment" mandated by the legislature. Secondly, it was the object of this study to develop items that would measure attitudes toward learning that are independent of school context. (Author/CK)

ED 064 287 TM 001 403

A Description of the Comprehensive Testing Program Model in Public Schools of the District of Columbia.

District of Columbia Public Schools, Washington, D.C.

Pub Date Nov 71

Note—33p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Achievement Tests, *Criterion Referenced Tests, *Diagnostic Tests, *Models, Public Schools, Staff Role, *Student Evaluation, *Testing Programs

Identifiers—*District of Columbia

A description of the comprehensive testing program model currently in the Public Schools of the District of Columbia is provided. The primary objective of the testing program is to facilitate academic instructions of individual students. The four types of testing programs in the D.C. public schools are Standardized Achievement Tests, Criterion-Referenced Tests, Diagnostic Tests, and Optional Testing Program. The role of testing in a city school system, problems and major objectives of the program in the D.C. schools, and testing program personnel are discussed. Testing program models for 1974 and after 1974 are included. (DB)

ED 064 335 TM 001 500

Cleary, T. Anne Mathews, Walter M.

The Madison Plan: A New Approach to System-Wide Testing. The Nucleus Testing Committee.

Pub Date Dec 71

Note—9p.; Symposium presented at annual meeting of the Wisconsin Educational Research Association (11th, Milwaukee, December 1971)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—City Wide Programs, *Faculty Organizations, *Information Needs, *Participant Characteristics, *Research Committees, School Systems, *Testing Programs

Identifiers—Madison, *Nucleus Testing Committee, Wisconsin

Steps in the development of a Nucleus Testing Committee to assist in the development of a system-wide testing program in the Madison, Wisconsin, school system are described. Over 60 participants were selected for the committee, using the following selection guidelines: interest in the project and the role to be assumed, commitment to the school system, participant should be a respected member of the faculty, a background in testing or statistics was not necessary, voluntary participation, and availability for attendance at all meetings. Three sets of data needs emerged from the committee study: affective, curriculum-related, and standardized norm-referenced. (DB)

ED 064 336 TM 001 501

Nettleton, Aileen L.

Taming the Standardized Testing Program.

Pub Date Apr 72

Note—13p.; Symposium paper presented at the annual meeting of the American Educational Research Association (Chicago, Illinois, April 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Achievement Tests, City Wide Programs, *Mathematics, *Reading Tests, *Student Testing, *Testing Programs

Identifiers—*Madison, Wisconsin

The city-wide standardized testing program of Madison Public Schools was reviewed by a committee of a cross-section of school system educators as part of a total effort to design a testing program more sensitive to the needs of the system. As a result, standardized testing was reduced to reading (grades 1, 2, 3, 4, 5, and 8) and mathematics (grade 5). Levels of administration were determined by the importance of measuring reading progress in elementary grades and the value of achievement level indicators in transition between elementary, middle and high school. Under this plan, standardized tests are intended to provide normative data to compare the school system with others, to evaluate educational programs within the system, and to give an indication of student achievement ranking. (Author/DB)

ED 064 370 TM 001 538

Haenn, Joseph F. And Others

Tests and Measurements for Early Childhood Education Programs.

Pub Date Apr 72

Note—16p.; Paper presented at the AERA Annual Meeting (Chicago, Ill., April 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Age, *Classification, Cognitive Processes, Concept Teaching, *Early Childhood Education, *Measurement Instruments, Objectives, Psychomotor Skills, Relevance (Education), Response Mode, Sex Differences, Taxonomy, *Testing, *Tests

An attempt to locate, review, classify, and abstract a more extensive set of measurement instruments and tests relevant to education and care programs for children from birth to age eight was made. Publishers' catalogs, test review, journals and other measurement documents have been examined to obtain a list. After extensive examination of existing tests, other taxonomy schemes, and discussion, a classification scheme based on four outcome domains--affective, cognitive psychomotor, and subject matter was constructed. An additional concern of the survey was a classification of the response methodologies with which certain early childhood educational objectives were being measured in the tests surveyed. The following categories of response methodologies were devised; matching, recognition, identification, written production, oral production, manual production, categorization, ranking, pair or N-item comparisons, ratings by others, ratings by child, and estimation. Next, characterization of other features of tests was made. Included were: accession number, minimum age and maximum age appropriate for tests, alphabetical character denoting domain, numeric characters denoting concept area and response methodology, alphabetic character denoting group or individual, and "I" if continuation is necessary. Advantages of this classification system are ease of retrieval and ease of cross-classification. It is intended that the final results of this survey will enlighten preschool educators about the availability of existing instruments and that these instruments will be utilized. (CK)

ED 064 371 TM 001 616

Reardon, Francis J. And Others

The Development and Evaluation of a Test to Measure Occupational Awareness.

Pub Date 5 Apr 72

Note—12p.; Paper presented at the Annual Meeting of the AREA (Chicago, Ill., April, 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Concept Formation, Evaluation Techniques, Goal Orientation, Grade 7, *Individual Characteristics, *Measurement Instruments, *Occupational Aspiration, *Testing, *Test Interpretation, Test Validity

An instrument to measure occupational awareness was developed. An occupational awareness inventory was developed in association with efforts in other areas. A pool of 150 items was developed using the "Dictionary of Occupational Titles." Special emphasis was put on the worker traits of occupations. The items were given to a panel of experts to establish content validity. The resulting 64 items of the inventory were separated into two forms of 32 items each and the two were field tested in four areas: rural, urban, suburban, and inner-city. Based on the findings of the initial phase, the remaining items of the two forms were grouped into a final form and a new Occupational Awareness Inventory was field tested. The number of items on the final form is 30. At this point the instrument was turned over to personnel of the Department's Bureau of Educational Quality Assessment for inclusion in their 7th grade test battery. The Occupational Inventory was administered as part of the Educational Quality Assessment package to 2,640 pupils in 90 schools during the fall of 1971. Together with the test battery, information was collected from pupils with respect to several variables: sex, race, type of community, and father's occupation. The Occupational Inventory responses were submitted to an item analysis. The intent of this work is to make available a multi-grade level measure of a pupil's awareness of occupations and his opportunities to move into them. (CK)

ED 064 384 TM 001 629

Stafford, Richard E. Browne, William F.

Construct Validity of Creativity.

Pub Date Apr 72

Note—3p.; **Paper read at the AERA Convention (Chicago, Ill., April 1972); Based on part of a thesis submitted for M.A. Degree at Ohio State Univ)**

Descriptors—College Students, Correlation, *Creativity, *Factor Analysis, Intelligence Level, Item Analysis, *Measurement Instruments, Response Mode, Sex Differences, Testing, *Test Validity

Identifiers—HAIQ, *Hobby Accomplishment Information Questionnaire

During the past decade both the Guilford and Torrence groups have developed numerable measures to assess creative potential. Many of these measures purport to evaluate "creativity" but one element seems to be lacking in each: i.e., the last of "reality-based, real world measures" which would allow relevant response tendencies to emerge. To meet this need the Hobby-Accomplishment Information Questionnaire (HAIQ) was designed. The HAIQ, based on a layman's concept of creativity, consists of 70 items; of these, 29 were selected as having internal consistency as well as a positive correlation with the total score. The HAIQ was administered to 166 male and female college students along with measures of convergent thinking. A four factor solution was chosen to illustrate the factorial structure: I convergent thinking, II originality production, III creative fluency, and IV drive. It is concluded that psychologists and educators should become aware of the probability that intelligence and creativity are independent. (Author/CK)

ED 064 385 TM 001 631

McDaniel, Ernest D.

A Motion Picture Screening Test for Perceptual Disabilities.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Apr 72

Note—5p.; Paper presented at the annual meeting of the AERA (Chicago, Ill., April, 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Audiovisual Aids, Elementary School Students, *Films, *Perception, *Sensory Deprivation, *Tests, Visual Stimuli

A motion picture test of perceptual abilities has been developed for use as a screening test with elementary school children. Part I has 25 items in which the child must identify a hidden stimulus figure within one of four designs. Part II contains 25 items in which a child must identify from four alternatives a figure formed by three or four separate lines which have been presented successively. The test is a 16mm sound film, is self administering and requires about 30 minutes of total testing time. It is appropriate for use in Grades Four through Six. (Author)

ED 064 633 CG 007 242

Using ACT on the Campus.

American Coll. Testing Program, Iowa City, Iowa.

Pub Date 71

Note—32p.

Available from—ACT Publications, P.O. Box 168, Iowa City, Iowa 52240

Document Not Available from EDRS.

Descriptors—Colleges, *Evaluation, *Evaluation Methods, Evaluation Techniques, *Higher Education, Measurement, *National Competency Tests, *Student Evaluation, Testing, Test Interpretation, Tests

The American College Testing Program (ACT) was founded as an inviolate public trust, and operates as a nonprofit corporation governed by educational representatives from individual states or regions and a Board of Trustees. A fundamental goal of the program is to exercise educational leadership by conducting testing, information-gathering, evaluating, and related activities in order to assist in the identification and solution of educational problems and to communicate to the general and professional publics knowledge and ideas about education. This publication is intended to be used as a guide for the use of ACT services at institutions of higher education. The programs and purposes of ACT are explained followed by a description of the process of reporting ACT scores and the use of ACT battery materials. A discussion of research and development services is also presented. Other information included in this bulletin includes financial aid, the high school student profile report, a description of ACT publications, and a listing of ACT regional offices. (BW/Author)

ED 065 225 95 RC 006 287

Bilingual Testing and Assessment, Proceedings of Bay Area Bilingual Education League (BABEL) Workshop and Preliminary Findings, Multilingual Assessment Program (Berkeley, California, January 27-28, 1969).

Bay Area Bilingual Education League, Berkeley, Calif.; Multilingual Assessment Program, Stockton, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 28 Jan 72

Note—122p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Biculturalism, *Bilingual Education, *Conference Reports, Culture Free Tests, Intelligence Tests, *Minority Groups, Norm Referenced Tests, Tables (Data), *Testing, *Test Interpretation, Test Reviews

The results and proceedings of the first annual Bilingual/Bicultural Testing and Assessment Workshop, held in Berkeley, California, on January 27-28, 1972, are presented in this publication. Approximately 150 bilingual psychologists and evaluators, educators working in bilingual/bicultural programs, and community representatives from California and Texas attended. Evaluations were made and the summaries are included of 8 tests used extensively in bilingual programs: the Wechsler Intelligence Scale for Children, the Comprehensive Tests of Basic Skills, the Cooperative Primary, the Lorge-Thorndike, the Inter-American Series--General Ability, the Culture-Fair Intelligence Test, the Michigan Oral Production Test, and the Peabody Picture Vocabulary Test. Also included in this publication are (1) an overview of the problem of assessment and evaluation in bilingual education, (2) a professional critique of the Inter-American series by Dr. Barbara Havasay, (3) a brief description of a Criterion Referenced System developed by Eduardo Apodaca, and (4) an article by Dr. Edward A. DeAvila discussing some of the complexities involved in testing and assessment of bilingual/bicultural children. (NQ)

ED 065 365 SE 014 492

Bentley, Richard Bentley, William

Johnny Horizon Environmental Test Kit.

Pub Date 71

Note—31p.

Available from—Major department stores or Parker Brothers, 200 Fifth Avenue, New York, New York 10010

Document Not Available from EDRS.

Descriptors—Environment, Environmental Education, *Experiments, *Instructional Materials, Manipulative Materials, Measurement Instruments, *Pollution, Scientific Methodology, *Secondary Grades, *Testing

Derived from tests presently used by state and federal agencies involved with pollution detection, this Environmental Test Kit contains materials and instructions for ten experiments. Each experiment is designed to test a different aspect of air and water, to find out whether or not the air and water in the tester's immediate area has been polluted by man. Air tests are for suspended particles, wind blown particles, nylon deterioration and smoke density. The water tests include coliform analysis, pH test, settleable solids, hydrogen sulfide, relative stability and phosphates. The test kit, which has been evaluated by the New York Department of Environmental Conservation personnel, would be useful at the junior-senior high school level after orientation and under instructor supervision, although it is intended for ages ten to adult. It can provide reasonably accurate tests for moderately to heavily polluted areas, but the user may experience some difficulty detecting pollution in marginal areas. Bearing the seal of the U. S. Department of the Interior and the image of the department's symbol, Johnny Horizon, the kit fills a need for those who wish to extend their concern for the environment into the monitoring area. (BL)

ED 065 523 TM 001 443

Kimball, Ronald L. And Others

Black and White Vocational Interests on Holland's Self Directed Search (SDS).

Maryland Univ., College Park. Cultural Study Center.

Report No—CSC-RR-6-71

Pub Date 71

Note—11p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Aspiration, *Attitude Tests, *Behavioral Objectives, Caucasians, College Freshmen, Cultural Factors, Educational Planning, Evaluation Methods, Negroes, Occupational Choice, *Participant Satisfaction, Pattern Recognition, Questionnaires, Self Evaluation, Socioeconomic Influences, Student Attitudes, *Test Reliability, Tests, *Vocational Counseling

Identifiers—Holland (John L), SDS, Self Directed Search

There was some concern that Holland's Self Directed Search for Educational and Vocational Planning (SDS) was inappropriate to use with blacks since it may steer them toward more Realistic occupations not requiring a college education. The purpose of the study was to compare the pattern of vocational planning choices for black and white students and to determine student satisfaction with SDS results. The SDS was administered to 143 blacks during freshman orientation and their results were compared to a random sample of whites. Results indicated that blacks tended to choose Social occupations more often, compared to more Realistic and Investigative choices by whites. That blacks tend to seek social service occupations has been demonstrated in several other studies. There were no difference in satisfaction with SDS results between blacks and whites. Implications for counseling blacks were discussed and the study concluded that the SDS was equally appropriate for blacks and whites. (Author)

ED 065 515 TM 001 435

Meier, John H. And Others

Administration, Scoring, and Interpretation Manual for the Individual Learning Disabilities Classroom Screening Instrument.

Colorado Univ., Denver. Medical Center.

Pub Date 71

Note—81p.; Revised and enlarged edition of 1970 publication

Available from—Dr. John H. Meier, Dr. Marion T. Giles, or Mr. Veri O. Cazier, JFK Child Development Center, University of Colorado Medical Center, 4200 East Ninth Avenue, Denver, Colorado 80220 (no price quoted)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Behavior Rating Scales, Bibliographies, Evaluation Methods, *Learning Disabilities, Manuals, Reference Materials, Remedial Instruction, Scoring, *Screening Tests, Student Evaluation, *Testing, *Test Interpretation

Identifiers—ILDCSI

This manual for administering, scoring, and interpreting the Individual Learning Disabilities Screening Instrument is introduced with the definition, prevalence, and etiology of learning disabilities. Next, a sample of the Individual Learning Disabilities Classroom Screening Instrument (ILDCSI) is provided. The administration and scoring of the ILDCSI are explained, and brief descriptions and interpretations of each of the eight individual learning disability categories described on the ILDCSI Scoring Form are given. An annotated list of tests and procedures most frequently used in the diagnosis of an individual learning disability is included, the items appearing under the following categories: intelligence, perceptual, neurological evaluation; pediatric evaluation; academic achievement and diagnostic tests; diagnostic language and concept formation tests; readiness and screening tests; and social competence test. Suggested activities, teaching methods, and preventive techniques are provided as aids for the teacher in applying remedial techniques. Included in these activities are those presented in the Facilitator's Handbook II, Episodes and Program Implementation for S.O.L.—System for Open Learning. An index is provided of the episodes and their subgroups or units. References and a selected bibliography are provided. (DB)

ED 065 540 TM 001 468

Holmen, Milton G. Docter, Richard

Educational and Psychological Testing: A Study of the Industry and Its Practices.

Russell Sage Foundation, New York, N.Y.

Pub Date [71]

Note—226p.

Available from—Russell Sage Foundation, 230 Park Avenue, New York, N.Y. 10017 (no price quoted)

Document Not Available from EDRS.

Descriptors—Academic Achievement, Clinical Experience; *Concept Formation, Counseling Services, *Educational Testing, *Evaluation Techniques, Industry, Personnel Selection, Program Evaluation, *Psychological Testing, Standards, *Testing, Test Results

The application of tests in clinical and counseling work, in educational achievement testing, and in personnel selection is discussed. An analysis of the organizations which comprise the testing industry, including the various publishers and developers of tests and also the test scoring organizations, is given. The concept of an assessment system and the definition of its parts are developed in detail. The components of a competent assessment system are defined; also, it is shown how these requirements can assist in the evaluation of any assessment program. (Author/CK)

ED 066 665 CG 007 207

Jacobson, Thomas J.

Interpreting the Ohio Vocational Interest Survey Using Visuals.

Pub Date Mar 72

Note—62p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Audiovisual Aids, *Occupational Tests, *Testing, *Test Interpretation, *Test Results, *Vocational Counseling

Identifiers—Ohio Vocational Interest Survey

This is a presentation of a new method for interpreting the Ohio Vocational Interest Survey (OVIS) using visuals. The OVIS, administered in 43 high schools in San Diego County, California, was intended to complement the existing school guidance and counseling programs by providing the students with their measured and expressed occupational interests to assist them in career planning. Through the administration of these tests, a program was devised consisting of a demonstration of the use of a prepared kit of materials available to assist counselors and teachers in interpreting the OVIS. The kit consists of masters for the production of overhead transparencies for a group presentation on the interpretation of the OVIS, a teacher-counselor's guide, and an index that relates OVIS scale scores to VIEW (Vital Information for Education and Work) occupations and Volume II of the Dictionary of Occupational Titles. Research indicating the effectiveness of group interpretation of OVIS results with prepared visuals are presented. The kit of materials is available by writing to OVIS Test Editor, Harcourt Brace Janovich, Inc., 757 Third Avenue, N.Y., N.Y. 10017. (WS)

ED 068 183 PS 005 933

Paulson, F. Leon

The Oregon Preschool Test of Interpersonal Cooperation: Preliminary Results.

Spons Agency—Children's Television Workshop, New York, N.Y.

Pub Date Apr 72

Note—13p.; Paper prepared for presentation at the Annual Meeting of the Western Psychological Assoc., Portland, Oregon, April, 1972

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Behavior Patterns, Child Development, *Group Activities, *Interpersonal Relationship, *Preschool Children, *Psychological Testing, *Social Behavior, Tests

Identifiers—*Oregon Preschool Test of Interpersonal Cooperation

Preliminary results are presented for an instrument to measure social behavior of preschool children, focusing on cooperation. Cooperation is defined either as behavior for the joint gain of the participants in an interaction or behavior in which each child attains his individual goal. The Oregon Preschool Test of Interpersonal Cooperation (OPTIC System), a situational test which permits systematic observations of behavior in realistic contexts, elicits cooperative responses and permits social behavior to be quantified. Several conclusions are drawn: 1) The tendency for children to cooperation varies with situation; 2) The behavior of each member of a pair cannot be treated as statistically independent; 3) Cooperation defined as a complex, heterogeneous concept accounts for a small but relatively stable amount of variance across situations; 4) The data indicate reasonable internal stability of the measure; and 5) Relationships between age, sex, and frequency of cooperative responses were noted. (LH)

ED 068 489 TM 001 825

The Draw-A-Classroom "Test": An Overview.

Toronto Board of Education (Ontario). Research Dept.

Pub Date Sep 66

Note—10p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Achievement, *Kindergarten Children, Measurement Instruments, Measurement Techniques, *Nonverbal Tests, *Perception Tests, Projective Tests, *Psychoeducational Processes, Student Evaluation, *Test Construction, Testing, Test Interpretation, Test Reliability, Test Validity

The Draw-A-Classroom Test was designed to provide information (1) on how a child perceives the world and how this world is influenced by school experiences and (2) about the developing concepts and ideas in the child's mental, emotional, and social areas of growth. This test is one part of a larger Study of Achievement, and has been administered to a base population of 8,695 children over a six-year period. The test was administered by giving each child paper, crayons, and standard instructions to draw his classroom. Upon completion, the child's explanation of his drawing was affixed to the drawing. A coding system based on a "constant" foundation was devised. Three constants were evaluated: space, people, and objects. A total of 83 analysis categories have resulted, with an average of over 80% interrater reliability. It is thought that the scoring results, currently being analyzed, will provide a valid look at the child's psychoeducational world through a drawing. (JS)

ED 068 570 TM 002 079

Guthrie, P. D.

Measures Pertaining to Health Education: III. Alcohol. An Annotated Bibliography.

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Report No—ERIC-TM-10

Pub Date Aug 72

Note—55p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Alcoholism, *Annotated Bibliographies, Attitude Tests, Behavior Rating Scales, Health Education, Measurement Techniques, Scoring, Testing, Test Reliability, *Test Reviews, Test Validity

An annotated bibliography of instruments designed to assess attitudes, behaviors, practices, knowledge, and correlations in the area of alcohol are described. Some of the instruments described are for use with general populations of students or adults and others are appropriate only for use with alcohol-dependent respondents. The annotations provide data on (1) the purpose of the tests; (2) groups for which they are intended; (3) test subdivisions or tested skills, behaviors, or competencies; (4) administration; (5) scoring; (6) interpretation; and (7) standardization. The technical data accompanying each annotation includes only the kinds of norms available and the types of studies performed. (Author)

ED 068 638 VT 016 783

Nelson, Howard F.

Project MINI-SCORE Final Report.

Minnesota Univ., Minneapolis. Dept. of Trade and Industrial Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Comprehensive and Vocational Research.

Pub Date Sep 72

Note—74p.

Available from—University of Minnesota, College of Education, Department of Industrial Ed., Minneapolis, Minnesota 55455

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Data Analysis, Data Bases, Individual Differences, Post Secondary Education, Predictive Validity, Standardized Tests, *State Programs, *Student Characteristics, Tables (Data), *Testing Programs, Tests of Significance, Vocational Adjustment, *Vocational Counseling, Vocational Development, *Vocational Education, Vocational Interests

Identifiers—Minnesota, *Project MINI SCORE

As an overview of a 6-year federally funded state program, Project MINI-SCORE's final report is intended to provide guidance personnel in Minnesota with occupational data useful for counseling high school students. Over 17,500 applicants to the full-time day programs offered in 24 Minnesota Area Vocational-Technical Schools were tested with a battery of five standardized vocational, personality, and aptitude tests and a personal data sheet in order to determine significant individual differences among those who are accepted into these schools, begin related employment, and achieve successful vocational adjustment, and those who do not. From these data bases, three instruments proved most useful for predicting success for vocational students: (1) the Minnesota Vocational Interest Inventory, (2) the Sixteen Personality Factor Questionnaire, and (3) the Minnesota Importance Questionnaire. Other success criteria were inconsistent although the existence of significant differences among male and female groups and those successful in different occupations was documented from pre-enrollment test data. Numerous tables present the data. Supplementing this document are five comprehensive explanations of all statistical analyses, previously announced as ED 064 521-ED 064 525 and titled "Project MINI-SCORE Final Technical Reports." (AG)

ED 068 810 AC 012 931

DeCrow, Roger, Ed.

Adult Reading Abilities: Definitions and Measurements.

National Reading Center Foundation, Washington, D.C.

Pub Date 15 Jul 72

Note—6p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Adult Literacy, Adult Reading Programs, Bulletins, Functional Reading, *Literacy, Publications, Reading, *Reading Ability, Reading Habits, Reading Skills, *Reading Tests, *Tests

The progress of several projects defining and measuring adult literacy is reported in this publication of the National Reading Center. A summary description of the basic approach of the project is given, rather than a digest of findings. Among the studies reported on are the National Assessment of Educational Progress (NAEP) in reading, the Adult Performance Level Study of life skills and requirements, the Louis Harris study of real-life related reading objectives, and the Educational Testing Service study of adult reading behavior. (RS)

ED 068 818 AC 012 940

Bostdorff, Richard S.

Employee Selection Criteria for Training Programs.

Missouri Univ., Columbia. Extension Education Dept.

Pub Date May 72

Note—62p.; In Fulfillment of Requirements for a Master's Problem

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Educational Programs, Employees, Industry, Leadership Qualities, Leadership Training, *Management, *Management Education, Manpower Utilization, Masters Theses, Questionnaires, Statistical Data, Tables (Data), *Test Results, *Tests

Identifiers—Tiffin Lawshe Adaptability Test

The identification of persons qualified for management positions in supermarkets is the subject of this report based on a master's problem. The overall objective of the study was to develop criteria that would indicate an employee's abilities in leadership, communications, mathematics, and judgment. The development of management training was based on 2 hypotheses: (1) There is a positive correlation between attaining the position of manager and that person's attaining leadership in high school and college activities or sports; and (2) Present managers will score 80% or higher on the Tiffin Lawshe Adaptability Test. Results indicate that the Tiffin Lawshe test can be used by the supermarket industry in selection of persons for training programs; a questionnaire gave an adequate indication of leadership ability; education did influence the test scores; and the test and questionnaire did not take personality, attitudes and goals into consideration. However, the Extension Division of the University could coordinate industry training programs, and one can use scientific principles to arrive at sound, useful, and pertinent information. (RS)

ED 069 051 EC 050 086

Cook, John J.

Test Anthology: Fugitive and Standardized Tests.

Wisconsin State Dept. of Public Instruction, Madison.

Pub Date [71]

Note—257p.

EDRS Price MF-$0.65 HC-$9.87

Descriptors—*Annotated Bibliographies, Behavior Rating Scales, *Exceptional Child Education, *Handicapped Children, *Standardized Tests, Student Evaluation, *Testing

The test anthology designed for special education administrators, teachers, and program planners contains approximately 300 entries consisting of standardized and fugitive tests, behavior rating scales, and summary evaluation sheets. Entries are indexed by key words which are descriptive of the testing instrument and by author. An alphabetized contents table precedes both key word and author indexes. Entries generally indicate key word, title, purpose of the instrument, author, age range for which the test is designated, number assigned for computer alphabetizing, library call number, category or type of instrument, date the instrument was entered into the index, and all key words for the instrument. It is explained that special education personnel may request by mail from the Department of Public Instruction Library in Madison, Wisconsin, data sheets which supply ordering information and pertinent data abstracted from the instrument manual or instructions. Relevant research and evaluative studies are included. Data sheets are intended to allow the user to make a fairly detailed appraisal of the entry without examining the instrument. It is noted that copies of the testing instruments may be procured only by contacting the developers directly. (GW)

ED 069 432 PS 006 179

Katz, Phyllis A.

Stimulus Predifferentiation and Modification of Children's Racial Attitudes.

Pub Date 72

Note—15p.; Paper presented at the 80th Annual Convention of the American Psychological Association (Honolulu, Hawaii, September 2, 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Caucasians, *Changing Attitudes, *Childhood Attitudes, Control Groups, Experimental Groups, Grade 2, Grade 6, Kindergarten Children, Negroes, Perception, Preschool Children, *Racial Attitudes, Stimuli, *Task Performance, Test Results, Tests, *Visual Stimuli

Identifiers—Projective Prejudice Test, Social Distance Index

The theoretical rationale underlying the present investigations begins with the assumption that perceptual categorization of racial groups is a prerequisite for subsequent attitude development. It is predicted that if increased perceptual similarity of other groups does indeed initiate attitude acquisition, then it follows that a decrease in similarity should conversely make it more difficult for the child to maintain negative attitudes. For the 1st study, 192 nursery school and kindergarten Ss were used. Half of the Ss were black and half white. In order to test the prediction, two-choice discrimination learning tasks were used to assess similarity. The tasks employed schematic facial drawings as discriminanda. Stimuli were presented by means of a Kendler-type apparatus with two apertures. The findings are generally in accordance with the view that racial labels may increase the perceptual similarity of another race prior to the time that children enter the first grade. The second study sought to obtain data with regard to the question of what happens to attitudes when perceptual differentiation techniques are introduced. Ss were 96 black and white children from the second and sixth grade. The two tests of major interest to this study are the Projective Prejudice Test and a Social Distance Index. On both instruments, Ss were told that testers wanted to know what kinds of things make children want to be friendly with other children. Findings include: (1) Younger children expressed more prejudice, and (2) Both distinctive labeling and stimulus predifferentiation training elicited lower prejudice scores than did a no-label control condition. (CK)

ED 069 434 24 PS 006 190

Collier, Alan R.

Systems for Observing Parent-Child Interactions.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date Jun 72

Note—32p.

Available from—College of Education Curriculum Laboratory, University of Illinois, 1210 West Springfield, Avenue, Urbana, Illinois, 61801 ($0.60)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Childhood Attitudes, Early Childhood, *Infant Behavior, Measurement Techniques, *Observation, *Parent Child Relationship, Relationship, Tests

This report is concerned with systems useful for observing parent-child behavior. Part I. discusses observations in contrived situations, unstructured situations; in neighborhoods, laboratory, home and classroom. The paper details the point-time sampling approach, intersession rating procedure, anecdotal records, diary descriptions, (topical and comprehensive) and narrative summaries. In Part II., basic observational procedures are presented, along with thirteen conducted experiments involving Mother/Infant, Mother/Child. The methods used in testing for verbal expression, cooperation with tutor, anxieties, lax control of the child, hostile involvements and interest in the child's education, are outlined and evaluated. An annotated bibliography is included. (RH)

ED 069 624 TM 001 108

Livingston, Samuel A.

A Classical Test-Theory Approach to Criterion-Referenced Tests.

Pub Date 72

Note—12p.; Paper presented at the annual meeting of the American Educational Research Association (Chicago, Ill., April, 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Criterion Referenced Tests, *Tests, *Theories

A criterion-referenced test is defined in this paper as any test for which the test user wants to compare each student's score not with the mean of some group, but with a specified criterion score, which does not depend on the scores the students actually obtain on the test. This definition, it is pointed out, implies that all the items on the test must measure the same thing. A classical test theory for criterion-referenced tests is derived.

ED 069 675 TM 002 126

Adkins, Dorothy C.

Objective Measurement of Emerging Affective Traits in Preschool Children.

Hawaii Univ., Honolulu. Coll. of Education.

Spons Agency—Office of Economic Opportunity, Washington, D.C. Community Action Program.

Pub Date 6 Sep 68

Note—35p.; Paper presented at American Psychological Association annual meeting (80th, Honolulu, Hawaii, Sept. 6, 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Affective Tests, Attitude Tests, Cultural Differences, *Evaluation Techniques, Factor Analysis, Measurement Instruments, Measurement Techniques, *Motivation, Personality Tests, *Preschool Children, Response Style (Tests), Speeches, Statistical Analysis, Tests, Test Validity

Identifiers—Gumpgookies, Headstart

An objective measure of motivation to achieve for preschool children called Gumpgookies is described. It is an objective-projective technique that requires choice between two alternate types of behavior portrayed in pictures and accompanying verbal descriptions. Gumpgookies are amoeba-like creatures who behave in ways intended to show differences in motivation. The history of the development of the test is reviewed and results of extensive testing reported. Factors analyzed were school enjoyment, self evaluation, purposive behavior, self confidence and instrumental activity. Ethnic-cultural differences are examined. A major problem with the development was in regard to response sets which led to the conclusion that these may be more important in other tests than is recognized. The paper concludes with a brief description of initial development of using the Gumpgookie technique to measure other traits in the affective domain such as warranted self-esteem, warranted other esteem, and integrity or responsibility. (DJ)

ED 069 677 TM 002 128

Fiske, Donald W. Kimmel, Ruth Boutin

How Does It Feel to Take A Personality Test?

Spons Agency—National Science Foundation, Washington, D.C.

Note—11p.; Solicited by the American Psychological Association

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Affective Tests, Attitude Tests, Catalogs, Evaluation Techniques, Measurement Techniques, *Personality Tests, Psychological Evaluation, Research Methodology, *Response Style (Tests), Student Attitudes, Technical Reports, *Testing, *Test Reliability, *Tests

Identifiers—Marlowe Crowne Social Approval, Thurstone Dominance, Thurstone Reflective, Welsh Anxiety, Welsh Repression

After taking a personality test, subjects reported their reactions to being tested. Reactions were diverse, even in the same subject. Free responses to 10 questions were coded into 16 categories within five broad groups. Desire for information about the test and about self, and criticism of testing were very prevalent; criticisms on self and apprehensions were less frequent. Three studies yielded rather similar results. Inventories, however, elicit somewhat different patterns of reactions from other tests. These diverse reactions may underlie response sets and, consequently, impair the quality of personality measurements. Appropriate increases in the structuration of our tests seem called for. (Author)

ED 069 679 TM 002 130

Attitude Toward School: Grades K - 12.

Instructional Objectives Exchange, Los Angeles, Calif.

Spons Agency—California Univ., Los Angeles. Center for the Study of Evaluation.

Note—177p.

Available from—The Instructional Objectives Exchange, P.O. Box 24095, Los Angeles, Calif. 90024

Document Not Available from EDRS.

Descriptors—*Affective Objectives, *Attitude Tests, Catalogs, Classroom Observation Techniques, Intermediate Grades, *Measurement Instruments, Primary Grades, Projective Tests, Secondary Grades, *Tests

Identifiers—A Picture Choice, Aspirations for Grade Level Completion, Headlines in the News, High School on TV, If You Had a Visitor, Imagine That, Persons and Places, School Sentiment Index, Subject Area Preferences, Task Completion Take Your Pick

This collection of instructional objectives and related measuring instruments is one of two Instructional Objectives Exchange publications devoted exclusively to affective objectives and measures. Concerning attitude toward school, it describes procedures used in preparing objectives and measures and their possible uses. Objectives are listed according to grade range, that is, primary (grades K-3), intermediate (grades 4-6) and secondary (grades 7-12). Each objective includes a page reference to the concluding section of tests. Each part of this section includes (1) a measuring device, (2) a description and rationale for it, (3) directions for administering it, and (4) directions for scoring. It contains 27 different attitude tests of which five are direct measures, 13 are inferential and nine are observational indicators. (DJ)

ED 069 680 TM 002 131

Narikawa, Diane And Others

Attitudes Related to Tolerance: Grades 9-12.

Instructional Objectives Exchange, Los Angeles, Calif.

Spons Agency—California Univ., Los Angeles. Center for the Study of Evaluation.

Pub Date 71

Note—114p.

Available from—Instructional Objectives Exchange, P.O. Box 24095, Los Angeles, Calif. 90024

Document Not Available from EDRS.

Descriptors—*Affective Objectives, *Attitude Tests, Classroom Observation Techniques, Educational Objectives, *Ethnic Relations, *Measurement Instruments, *Measurement Techniques, Rating Scales, Secondary Grades, Self Evaluation, Sociometric Techniques, Student Attitudes, Tests

Identifiers—Contemporary Image Survey, Group Description Scale, Interaction Attitude Index, Personal Perspective Scale, Social Reaction Scale

This collection of instructional objectives and related measuring instruments is the third Instructional Objectives Exchange publication devoted to affective objectives. It concerns tolerance for the values and opinions of others. In general, the materials are designed to be used with secondary school students, grades 7-12. The majority of the objectives are measured by paper and pencil tests, some of which ask the learner to provide a direct self-report and others of which utilize an indirect approach, securing students judgments which require inferences. Sociometric devices and observation techniques are also included. Each objective includes a reference to a measure of that objective. Direct self-report general measures are Personal Perspective Scale I and II and Policy Choice. Ethnic measures are Group Description Scale, Interaction Attitude Index, Social Reaction Scale, and Contemporary Image Survey. Inferential paper and pencil instruments are Situation-Reaction Scale and Ethnic Attitude Measure. (DJ)

ED 069 681 TM 002 132

Measures of Self Concept: Grades K-12.

Instructional Objectives Exchange, Los Angeles, Calif.

Spons Agency—California Univ., Los Angeles. Center for the Study of Evaluation.

Note—100p.

Available from—Instructional Objectives Exchange, P.O. box 24095, Los Angeles, Calif. 90024

Document Not Available from EDRS.

Descriptors—*Affective Objectives, *Attitude Tests, Educational Objectives, Intermediate Grades, *Measurement Instruments, Primary Grades, Questionnaires, Secondary Grades, *Self Concept Tests, Student Attitudes, Tests

Identifiers—Choose a Job Inventory, Class Play, Parental Approval Index, Self Appraisal Inventory, Television Actors

This collection of instructional objectives and related measuring instruments is the first of Instructional Objectives Exchange collections devoted to affective objectives. It concerns measures of self concepts. The collection is divided into five major sections. The discussion of the collection's organization is followed by a description of the development procedures. The third sections details possible uses. The objectives themselves are listed according to grade ranges, that is primary (grades K-3), intermediate (grades 4-6), and secondary (grades 7-12). At the close of each objective a page reference refers to the concluding section which contains measuring devices, their rationales, and directions for administering and scoring them. Measures included are Self Appraisal Inventories at the primary, intermediate and secondary levels; Choose a Job Inventory; Parental Approval Index; The Class Play; Television Actors; What Would You *Do*? at both intermediate and secondary levels; Work Posting and Perceived Approval Situations. (DJ)

ED 069 682 TM 002 133

Judgment: Deductive Logic and Assumption Recognition: Grades 7-12.

Instructional Objectives Exchange, Los Angeles, Calif.

Spons Agency—California Univ., Los Angeles. Center for the Study of Evaluation.

Pub Date 71

Note—68p.

Available from—Instructional Objectives Exchange, Box 24095, Los Angeles, Calif. 90024

Document Not Available from EDRS.

Descriptors—Achievement Tests, *Aptitude Tests, Cognitive Development, *Cognitive Measurement, Cognitive Processes, Educational Objectives, Evaluation Techniques, *Logic, Logical Thinking, *Measurement Instruments, *Measurement Techniques, Secondary Grades, Tests

Identifiers—Assumption Recognition Index, Class Reasoning Index, Conditional Reasoning Index, Recognizing Reliable Observations

This collection of objectives and related measures deals with one side of judgment: deductive logic and assumption recognition. They are suggestive of students' ability to make judgments based on logical analysis rather than comprehensive indices of overall capacity for judgment. They include Conditional Reasoning Index, Class Reasoning Index, Assumption Recognition Index (I and II), and Recognizing Reliable Observations. Stated objectives refer to related measures.

A description and rationale as well as directions for administering and scoring are given for each measure. (DJ)

ED 069 684 TM 002 135

Ruch, William W.

Statistical, Legal, and Moral Problems in Following the EEOC Guidelines.

Pub Date 21 Apr 72

Note—19p.; Paper presented at the annual meeting of Western Psychological Association (Portland, Oregon, April 21, 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Aptitude Tests, *Civil Rights, Decision Making, Employment Problems, Job Skills, Legal Problems, Minority Groups, Moral Issues, Predictive Ability (Testing), *Predictive Measurement, Predictor Variables, *Racial Differences, Speeches, Statistical Analysis, *Test Bias, Testing, Test Interpretation, Test Validity, *Vocational Aptitude

Statistical, legal and moral problems involved in following the EEOC guidelines are described. The guidelines require separate data for minority and non-minority groups with differential cut off scores for aptitude tests which have a racial bias. Problems reviewed include: identification of racial bias in tests is difficult; giving one race an advantageous cutoff over another may be unfair, creating legal challenges; and determining selection by race may diminish the effectiveness of the work group. The author suggests selection on the basis of proportion of numbers of each race applying, taking the top from each group. (DJ)

ED 069 694 TM 002 145

Pedrini, Bonnie Pedrini, D. T.

Intelligent Intelligence Testing.

Note—7p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Cognitive Processes, Culture Free Tests, Evaluation Criteria, Intelligence Differences, *Intelligence Quotient, *Intelligence Tests, Measurement Instruments, Measurement Techniques, *Racial Discrimination, Technical Reports, *Testing, Test Interpretation

Identifiers—Rosenthal Effect

Intelligence tests should be used to help persons; they should not be used to penalize persons. Furthermore, our focus should be on treatment; it should not be on labeling. IQ testers often stigmatize young children and poor persons (children, adolescents, adults). Large groups of Black Americans, Spanish Americans, and Indian Americans are probably mis-classified as to ability because of a differential society and culture. This paper attempts to develop a better understanding of tests and testing. If intelligence testing is to continue, it should be done intelligently. But the time, effort, and money could be better spent in treatment procedures: developmental, corrective, remedial, educational, vocational, personal, social. (Author)

ED 069 697 TM 002 148

Horne, Eleanor V., Ed.

Test Collection Bulletin.

Educational Testing Service, Princeton, N.J.

Pub Date Jul 72

Note—28p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Academic Achievement, Achievement Tests, Attitude Tests, *Bibliographies, Bulletins, *Catalogs, *Measurement Instruments, National Competency Tests, Perception Tests, Psychological Tests, Questionnaires, Rating Scales, *Resource Materials, *Tests, Test Selection

Identifiers—Project Head Start

This is a quarterly digest of information on tests located in the test collection of Educational Testing Service. In addition to the extensive library of tests and other measurement devices, it also includes a special Head Start test collection established to provide information about instruments for those engaged in research or project direction involving young children. New Acquisitions include sections on achievement; common examinations; specialty examinations; personality, interest, attitudes and opinions; and miscellaneous, sensory motor, unidentified. A second section reports announcements received related to tests. A third section reports testing programs for 1972-1973, reporting the test, administration, and contact persons for each. The final section gives addresses of publishers and organizations whose materials and services are mentioned in the Bulletin. (DJ)

ED 069 698 TM 002 149

Dunn, James A.

The Investigation of Children's School Anxiety: A Theory, Procedure, and Results.

Pub Date 69

Note—11p.; Presented in Symposium at Western Psychological Association Meeting (Vancouver, British Columbia, 1969)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Anxiety, Bibliographies, Educational Improvement, Factor Analysis, Intermediate Grades, Measurement Techniques, *Personality Assessment, Predictive Measurement, *Psychological Patterns, Psychometrics, Questionnaires, Rating Scales, Speeches, Statistical Analysis, *Test Construction, Test Reliability, *Tests, Test Validity

Identifiers—Bergan Scoring Procedure, California Achievement Test, RBAS, Response Bias Adjustment Scale, School Anxiety Questionnaire

The design of a school anxiety questionnaire is described. The model predicts a maximal relationship between anxiety and performance when type of anxiety potential, type of stress, and type of behavior are in parallel. The test, developed with intermediate school children, is a five scale 105 item multiple choice questionnaire with responses on a 5-point Likert scale. It is administered to children in their classroom with the teacher absent. Instructions are read aloud at 5 second intervals by a tape recorder. The student marks his response on a mark sense sheet for data processing. Three hundred and twenty student responses were factor analyzed using a principal axis factor with a normalized verimax rotation. To examine factor structure stability over age, data for third and sixth grade subjects were factored separately and their rotated structures compared using Kaiser's coefficient of factor stability. In spite of their brevity the SAQ Anxiety scales reflect adequate levels of reliability and have predictive validities that are in theoretically meaningful directions, are of a magnitude not commonly reported, and are generally replicable, both across age groups and across studies. (DJ)

ED 069 708 TM 002 160

Ayala, Armando Vatsula, John

Area III Valley Intercultural Report; 1970-71 Final Evaluation Report.

Placer County Office of Education, Auburn, Calif.

Pub Date 15 Sep 71

Note—36p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Bilingual Education, Bilingual Students, Bilingual Teachers, Evaluation Criteria, Evaluation Techniques, Grade 1, Kindergarten, *Measurement Techniques, Mexican Americans, Program Effectiveness, *Program Evaluation, *Spanish Speaking, Test Construction, Testing, *Tests

Identifiers—Area III Valley Intercultural Program, DRV Bilingual Test, Elementary Secondary Education Act Title VII, ESEA Title VII

Evaluation of a bilingual-bicultural education program indicates that significant progress was made in enabling all students to function equally well in both Spanish and English, in providing basic coping skills, and in developing the basis for a pluralistic society. The program included 210 kindergarten and first-grade children consisting of equal numbers of Anglo and Mexican-American children. A bilingual testing instrument was developed in English and in Spanish to assess progress. Five instructional objectives measured indicated that growth was greater for Spanish-surnamed in all categories. Recommendations suggested in-service training for teachers in teaching Spanish concepts in Spanish, hiring a Spanish model resource teacher, review of art work for the portion of the test matching men and animals to environments and review of performance objectives. A copy of the test is included in the appendix. (DJ)

ED 069 713 TM 002 165

Wilson, Clark L. And Others

A Manual for Use in the Preparation and Administration of Practical Performance Tests.

Office of Naval Research, Washington, D.C. Psychological Sciences Div.

Report No—NAVPEKS-91961

Pub Date 71

Note—55p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Job Skills, *Manuals, *Military Personnel, *Performance Tests, Scores, Scoring, Skill Analysis, Task Analysis, Task Performance, *Test Construction, *Testing

Identifiers—Navy

The purpose of this manual is to help Navy division officers, petty officers, and instructors build, use, and understand practical performance tests. Methods for testing men's ability to perform practical jobs are described in order to determine what they can actually do in meeting the requirements of their ratings, billets, or school training programs. Chapters are included on: (1) where and how to use performance tests advantageously, (2) deciding what to use for test tasks and an overview of the various types of performance tests, (3) "final product" performance tests, (4) "checklist" performance tests, (5) the construction and use of "examinee recorded" performance tests, and (6) how tests should be given and what to do with the test scores that have been obtained. The test construction chapters each contain an explanation of the type of test task to use, recording procedure, scoring methods, and suggestions on writing instructions for the examiner and examinees. (Author/JS)

ED 069 730 TM 002 182

Freeberg, Norman E. Reilly, Richard G.

Validation of a Test Battery for Youth-Work Training Program Enrollees. Research Memorandum.

Educational Testing Service, Princeton, N.J.

Spons Agency—Greater Chester Movement, Chester, Pa.; Mercy-Douglas Hospital, Philadelphia, Pa. Neighborhood Youth Corps Project.

Report No—ETS-RM-72-11

Pub Date Aug 72

Note—28p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Adolescents, Attitude Tests, Cognitive Tests, Correlation, *Criterion Referenced Tests, Data Analysis, Disadvantaged Youth, Dropout Programs, Negro Youth, Performance Tests, *Predictive Ability (Testing), *Questionnaires, Research Methodology, Tests, *Test Validity, Trainees, Work Experience Programs

Identifiers—*Enrollee Test Battery

Correlations between the Enrollee Test Battery (ETB) and performance on more conventional tests were examined to determine the ETB validity, in addition to a small-Scale study of predictive validity of both ETB and the conventional tests. Three types of paper and pencil measures were utilized: the ETB, conventional cognitive skills tests, and scales of criterion questionnaires. There were 23 tests in all. The study sample consisted of 74 (29 males and 45 females) predominantly black high school dropouts, between 14 and 17 years of age, who were enrolled in two Neighborhood Youth Corps Out-of-School projects. Answers to the criterion questionnaires were obtained from 44 of the enrollees six months after they had left the program. Predictive validity for the tests was examined by correlating each of the 23 tests scores with factor scores derived from the questionnaire criterion scales for each of the three criterion samples--Program Completion, Post Program (Employed), and Post Program (Not Employed). Levels of concurrent validity for the ETB was determined from intercorrelations between the 17 tests of that battery and the 6 conventional cognitive skill measures. That matrix was also factor analyzed. Results of the study show that measures of the ETB, which was designed specifically for use with disadvantaged adolescents, appear fairly coherent and logical in their patterns of relationships with each other and with conventional cognitive skills tests. (DB)

ED 069 731 TM 002 183

Wight, Albert R. *Doxsey, James R.*

Measurement in Support of Affective Education.

Interstate Educational Resource Service Center, Salt Lake City, Utah.

Pub Date Jan 72

Note—41p.

Available from—Interstate Educational Resource Service Center, 710 East Second South, Salt Lake City, Utah 84102

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Affective Objectives, Data Collection, Learning Processes, Measurement Instruments, *Measurement Techniques, *Performance Tests, *Program Evaluation, *Student Evaluation, Tests

General concerns and considerations regarding measurement in affective education, primarily, measurement to support the student in his learning program and the teacher as a facilitator of learning, are explored. The following topics are discussed: (1) Accountability (of the schools for achievement of affective goals of education), (2) Purpose of Affective Measurement (the collection of data for decision making), Grading (affective measurement not to be used to establish grades), (3) Conditions versus Outcomes (identify conditions that contribute to affective growth and development, and construct measures to assess the extent to which these conditions are present), (4) Measurement in Support of Learning (measurement should be responsive to changes in objectives and the learning program), (5) Quantitative versus Qualitative Data (measurement that interferes with verbal feedback and interaction should be avoided), (6) Norm-, Criterion-, or Objectives Referenced Performance Data (for measurement of affective outcomes, objectives referenced measurement is preferred to criterion-referenced measurement), (7) Program and Curriculum Evaluation, (8) Instruments and Measurement Techniques, and (9) Problems and Constraints. Appendixes present Definition of Terms, Examples of Organizing Systems, Attributes, and Behaviors, and An Outline of Affective Goals of Education. (For related documents, see TM 002 184-186.) (DB)

ED 069 750 TM 002 205

Stricker, Lawrence J.

Measuring Social Status with Occupational Information: Some Useful Procedures.

Educational Testing Service, Princeton, N.J.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Report No—ETS-RM-72-9

Pub Date Aug 72

Note—64p.; A Draft

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Measurement Techniques, *Occupations, Social Characteristics, *Social Differences, *Social Status, Social Structure, *Socioeconomic Influences, Technical Reports, *Test Construction, Testing Problems, Tests

Identifiers—Duncans Socioeconomic Index, Hollingsheads Occupational Scale, Subroutine DUNCAN

Two existing measures of occupation that seem to be useful for investigating social status are described and compared. Modifications are suggested on the basis of extensive investigation of the dimensions of social stratification. Hollingshead scale classifies occupations into seven categories. Because the coder must classify unlisted occupations on the basis of general resemblance to available examples, the scale requires judgment. Using it, however, does not require much training. Duncan's Socioeconomic Index, which provides scores for occupations used in the 1950 census, can be used to code occupations directly. Coding is complex and requires much training. Modifications of the Hollingshead scale rearranged the format, reversed the direction of the scores, altered values of businesses and farms to reflect 1971 dollars, and added categories for "No Occupation," "Don't Know," "Not Ascertained," and "Inapplicable." The modification of the Duncan SEI entailed a number of changes in the SED scores, census occupation and industry codes, and coding procedures. (DJ)

ED 069 751 TM 002 206

Gruen, Ronald S.

Prediction of End-of-Year Reading Achievement for First and Third Grade Pupils: An Unpublished Doctoral Thesis.

Pub Date Sep 71

Note—8p.; Ph.D. thesis, The Pennsylvania State University

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Cognitive Tests, Correlation, Educational Research, Grade 1, Grade 3, Measurement Techniques, *Predictive Ability (Testing), Predictive Measurement, *Predictor Variables, Psychomotor Skills, Reading Achievement, Reading Readiness Tests, *Reading Tests, Statistical Analysis, Technical Reports, *Tests

This study was designed to select and explore a research battery which, when administered at the beginning of the school year, more adequately and efficiently predicts end-of-year reading achievement than have previously used tests and test batteries. The most powerful predictor tests were designed to provide a more adequate screening device than is currently available for the use of classroom teachers in grouping for reading instruction. A second major purpose of this study was to explore the relative contributions of perceptual-motor and cognitive intellectual ability measures at the first and third grade levels of reading instruction in order to suggest guidelines for instructional emphasis in teaching reading skills. Two hundred and four first grade students and 202 third grade students were divided into validation groups and tested with various combinations of perceptual-motor tests and cognitive-intellectual tests at the beginning of the year. Their scores were correlated with their reading achievement scores at the end of the year with the higher correlations indicating the more effective batteries. Results indicate that perceptual motor tests were better predictors of reading achievement scores for first grade children while cognitive-intellectual tests were better for third graders. (DJ)

ED 069 754 TM 002 209

Park, James

The Use and Development of Videotape Tests to Assess Achievement of Educational Objectives: Application in Educational Psychology.

Pub Date 72

Note—16p., Paper presented to the CAPE Conference, Montreal, 1972

Available from—Information Section, Schools Council, 160 Great Portland Street, London WIN 6LL, England (free)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Academic Achievement, Audiovisual Aids, College Students, Educational Psychology, Educational Testing, *Empathy, *Group Dynamics, Interaction, Process Analysis, *Measurement Instruments, Measurement Techniques, Multiple Choice Tests, Questionnaires, Speeches, Statistical Analysis, Technical Reports, Test Construction, *Testing, Test Reliability, Tests, *Video Tape Recordings, Visual Measures

Identifiers—Corkhuffs Empathy Scale, Saint Sebastian Syndrome

The use of videotape tests is presented. Such tests enable the educator to assess student performance more directly than traditional paper and pencil tests. Test 1 was exploratory. Test 2 was designed to measure empathetic understanding. It contains 16 scenes, each about one minute long, which show five individuals in a group situation. The subject taking the test considers himself the 6th member of the group and responds at the end of each scene (1) to record responses which show a high degree of communication of empathetic understanding, and (2) to select from five alternatives the response which shows the highest degree of empathetic understanding. Results of the free response version showed an inter-rater reliability of .95. Correlation of the multiple choice version with the Carkhuff Empathy Scale was modest, .56. Test 3 attempted to assess understanding of group dynamics. It demonstrates that some measurement of observational understanding is possible, but is still in the experimental stage. Tests 4 and 5 are experiments in videotape segments used to determine achievement in educational psychology. Although they are not developed enough to report reliability, responses to student questionnaires regarding them indicate the testing method is useful. (DJ)

ED 069 760 TM 002 215

Nolting, Earl

Descriptive Summary of Admission and Freshman Placement Tests Used at the University of Wisconsin--Madison.

Wisconsin Univ., Madison. Counseling Center

Pub Date Jun 72

Note—11p.

Journal Cit—Counseling Center Reports; v5 n11, Jun 1972

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Academic Achievement, *Admission Criteria, *College Entrance Examinations, College Freshmen, *Measurement Instruments, Scoring Formulas, Student Evaluation, *Student Placement, *Tests

Identifiers—ACT, American College Testing Program, Scholastic Aptitude Test

The significant aspects of tests administered to entering freshmen of the University of Wisconsin--Madison are summarized. Information is proved on 11 instruments which appear on the University of Wisconsin--Madison New Freshmen Profile, 1972 form. The test forms, time limits, number of items, scoring formulas, types of scores, and item content are described. (Author)

ED 069 762 TM 002 217

Baker, Eva L.

Using Measurement to Improve Instruction.

Pub Date Sep 72

Note—8p.; Paper presented at annual meeting of American Psychological Association (Honolulu, Hawaii, Sept., 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Academic Achievement, *Achievement Tests, Criterion Referenced Tests, *Instructional Improvement, *Measurement Techniques, Norm Referenced Tests, Objective Tests, Psychometrics, Speeches, Student Evaluation, Teacher Role, *Test Construction, Testing, *Test Interpretation

Identifiers—Domain Referenced Tests

Instructional improvement within the context of criterion-referenced and norm-referenced tests is described. Such categories overemphasize test interpretation rather than design characteristics of achievement tests. Data from most measurement situations may be reported or interpreted either according to criterion- or norm-referenced standards. How the test is developed and what it represents is of critical importance. The paper proposes alternative conceptualizations of test design: construct-referenced, objectives-referenced and domain-referenced. Using student data, the teacher needs to identify deficiencies in achievement, possible explanations, and remedies and to put the remedies into operation. An analysis of the utility of each test type results in the appraisal that domain referenced tests provide the most information for teachers and therefore are the most desirable as data sources for instructional improvement. However, because of lack of knowledge about instruction, poor training in available instructional principles, and lack of resources to encourage changes in instructional habits, it is concluded that instructional improvement, even if measurement considerations were satisfied, is not imminent. (Author/DJ)

ED 069 763 24 TM 002 218

Harris, Margaret L. *Harris, Chester W.*

Analysis of Dimensions of a Battery of Reference Tests for Cognitive Abilities: Fifth Grade Boys and Girls.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—CCL-TR-192

Bureau No—BR-5-0216

Pub Date Nov 71

Contract—OEC-5-10-154

Note—96p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Cognitive Ability, *Cognitive Tests, Correlation, *Factor Analysis, Females, Grade 5, Males, Measurement Instruments, Models, Statistical Analysis, Student Evaluation, Tables (Data), *Test Construction, Testing, *Test Results, Tests

Identifiers—Concealed words, Gestalt Completion, Guilford Analysis of Cognition, Guttmans Facet Design, Thurstones Primary Mental Abilities, Verbal Analogies

Three systems for defining general cognitive abilities were analyzed to determine the nature of possible reference tests for cognitive abilities. They are the Guilford analysis of cognition, Guttman's facet design, and the Primary Mental Abilities of the Thurstones. This analysis led to a fourth schema for classifying abilities that deal with cognizing concepts. A battery of 56 tests was developed to study the relationships among the four schemata. Data for the 56 tests were collected on 172 boys and 210 girls who had just completed the fifth grade. Six sets of derived factors, three orthogonal and three oblique, were interpreted. Six clear comparable common factors and one that is fairly clear were obtained for the boys. The six clear comparable common factors appear to represent most closely six of the seven Primary Mental Abilities. The comparable common factor that is fairly clear may be a missing Primary Mental Ability--Spatial Ability. Five clear comparable common factors obtained for girls appear to be five of the seven Primary Mental Abilities. (Author)

ED 069 785 TM 002 270

Tinsley, Howard E. A. *Dawis, Rene V.*

Test-Free Person Measurement with the Rasch Simple Logistic Model.

Minnesota Univ., Minneapolis. Dept. of Psychology.

Spons Agency—Office of Naval Research, Washington, D.C. Psychological Sciences Div.

Report No—ML-TR-3006

Pub Date 25 Jul 72

Note—27p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Ability Identification, College Students, Educational Research, High School Students, Hypothesis Testing, *Mathematical Models, *Measurement Instruments, Statistical Analysis, Tables (Data), Technical Reports, *Test Construction, Testing

Identifiers—*Rasch Simple Logistic Model

This research investigated the use of the Rasch simple logistic model in obtaining test-free ability estimates. Tests employing word, picture, symbol and number analogies were administered to college and high school students. The results show that the Rasch model does not offer an improvement over the use of percentile ranks in estimating individual ability. These results, however, are an artifact of the research design. Shortcomings in the research design, as well as in that used by Wright (1968), are discussed. This paper concludes with the discussion of an appropriate research design for the investigation of this question. (For related document, see TM 002 271.) (Author)

ED 069 790 TM 002 276

Thackray, Richard I. *And Others*

The Color-Word Interference Test and Its Relation to Performance Impairment under Auditory Distraction.

Report No—FAA-AM-72-14

Pub Date Mar 72

Note—8p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-743 424, MF $0.95, HC $3.00)

Document Not Available from EDRS.

Descriptors—Aural Stimuli, College Students, Correlation, Stimuli, *Task Performance, *Tests, *Traffic Control, *Visual Measures

Identifiers—*Stroop Test

The ability to resist distraction is an important requirement for air traffic controllers. The study examined the relationship between performance on the Stroop color-word interference test (a suggested measure of distraction susceptibility) and impairment under auditory distraction on a task requiring the subject to generate random sequences of letters. Fifty male college students served as Ss. Although there was a significant decrease in "randomness" as a result of auditory distraction, the correlation between change in randomness and amount of color-word interference was nonsignificant. These findings, along with those of several other studies, suggest that the Stroop test may measure a rather restricted type of perceptual interference essentially unrelated to a possibly more general ability to maintain concentration in the presence of competing (distracting), stimuli. (Author)

Journal Articles

EJ 017 365 240 CG 501 271
Assessing Work Potential of the Handicapped in Public School Merachnik, Donald, *Vocat Guidance Quart* v18 n3, pp225-229, Mar '70
*Handicapped Students, *Vocational Aptitude, *Testing, Student Characteristics, Aptitude, Work Attitudes, Parent Attitudes, Vocational Development, Employment Opportunities, Labor Market,
Discusses importance of seeking out potential strengths of handicapped, providing specialized testing, consulting and counseling parents, providing exploratory work experience, realistically appraising local labor market, communicating with local agencies in effort to establish workable training programs for handicapped. (CJ)

EJ 018 160 520 AA 505 592
Zip Test: A Quick Locator Test for Migrant Children Scott, Norval C., Jr., *J Educ Meas* v7 n1, pp49-50, Spr '70
*Migrant Children, *Elementary School Students, *Tests, *Measurement Instruments, [*Zip Test]

EJ 019 661 090 CG 501 411
A Note on Use of the WPPSI in Evaluating Intervention Programs Wasik, John L.; Wasik, Barbara H., *Meas Evaluation Guidance*, v3 n1, pp54-56, '70 Spr
*Intervention, *Program Effectiveness, *Testing, *Evaluation Criteria, *Performance, Intelligence Tests
A procedure was presented that would allow true estimates of the effectiveness of intervention programs when the WPPSI is used as the evaluative measure. (Author)

EJ 020 935 520 CG 501 410
Development of a Nonreading Edition of the General Aptitude Test Battery Droege, Robert C., And Others, *Meas Evaluation Guidance*, v3 n1, pp45-53, '70 Spr
*Aptitude Tests, *Disadvantaged Groups, *Nonverbal Tests, *Testing, *Test Construction, Standardized Tests, Measurement
The research involved construction of appropriate nonreading tests designed to measure the aptitudes underlying the GATB, a study of the interrelationships of the experimental nonreading tests and the GATB for a sample of high school seniors. (Author)

EJ 023 711 520 AA 506 672
Guidance Testing and the Individualized Program of Studies Jung, Steven M., *Educ*, v90 n3, pp227-31, Feb-Mar '70
*Individualized Instruction, *Guidance Services, *Test Results, *Testing Programs, *Student Ability, [*Project Talent, Project PLAN]
Test scores reflect students' abilities in the specific areas examined. The use of these scores in an educationally meaningful way can result in improved guidance services. (CK)

EJ 026 343 520 AA 507 180
An Evaluation of an Abbreviated Form of the WISC Gayton, William F.; And Others, *J Clin Psychol*, v26 n4, pp466-71, Oct '70
*Intelligence Tests, *Test Interpretation, *Children, *Testing, [*Weschler Intelligence Scale for Children, WISC]

EJ 025 239 520 TM 500 000
Some Principles of Interest Measurement Kuder, Frederic, *Educ Psychol Meas*, v30 n2, pp205-26, Sum '70
*Interest Tests, *Job Satisfaction, *Measurement Instruments, *Occupational Choice, *Vocational Interests, Interest Scales, Occupational Guidance, Test Construction, Testing

EJ 025 241 520 TM 500 005
A Simulation Model for Achievement Testing Shoemaker, David M.; Osborn, H. G., *Educ Psychol Meas*, v30 n2, pp267-72, Sum '70
*Achievement Tests, *Test Construction, *Testing, *Tests

EJ 027 474 480 CG 502 095
A Social Desirability Questionnaire for Young Children Ford, LeRoy H., Jr.; Rubin, Barry M., *J Consult Clin Psychol*, v35 n2, pp195-204, Oct '70
*Intelligence, *Child Development, *Psychological Evaluation, *Sex Differences, Preschool Children, Tests, Social Development
A Young Children's Social Desirability Scale based on the MMPI was constructed and administered to nursery school children. Results showed that social desirability scores increased with age, showed a low positive relationship to picture vocabularly IQ, and were unrelated to sex in a high socieconomic sample. (KJ)

EJ 027 578 520 AA 507 441
The Iowa Testing Programs--A Retrospective View Lindquist, E. F., *Educ*, v91 n1, pp7-23, Sep-Oct '70
*Testing Programs, *Test Validity, [*Iowa Testing Programs, ITP]

EJ 032 660 520 CG 502 435
Use of the Peabody Picture Vocabulary Test with the Educationally Handicapped fitzgerald, Bernard J.; And Others, *Journal of School Psychology*, v8 n4, pp296-299, W '70
*Academically Handicapped, *Test Selection, *Visual Measures, *Intelligence Factors, *Learning Difficulties, Tests, Vocabulary Skills, Test Results

EJ 033 277 180 HE 501 466
The Use of the OAIS in Admission Selection and Counseling Graff, Robert W.; And Others, *College and University*, v46 n2, pp115-121, W '71
*Higher Education, *Grade Prediction, Academic Success, Personality Assessment, Admission (School), Counseling, Talent Identification, Testing
Opinion Attitude and Interest Survey (OAIS) for college bound students. (Editor)

EJ 033 304 180 VT 502 213
An Evaluation Tool for IA Shimberg, Benjamin, *American Vocational Journal*, v46 n2, pp69-72, Feb '71
*Industrial Arts, *Student Evaluation, *Tests, *Junior High Schools, *Evaluation Techniques, Test Construction, Norms
Discusses the development of the New Cooperative Industrial Arts Tests which are designed for use at the junior high school level. (SB)

EJ 034 295 520 CG 502 477
Appropriateness of the Metropolitan Tests in an Economically Deprived, Urban Neighborhood Hammill, Donald; Wiederholt, J. Lee, *Psychology in the Schools*, v8 n1, pp49-50, Jan '71
*Economically Disadvantaged, *Achievement Tests, *Preschool Education, *Preschool Tests, *Preschool Evaluation, Early Childhood Education, Disadvantaged Youth, Urban Youth, Tests
The appropriateness of the Metropolitan Achievement Tests for economically deprived urban children was the subject of this article. It was concluded that due to item difficulty other tests should be considered. (Author/BY)

EJ 034 296 520 CG 502 585
Preparing the Disadvantaged for Tests Seiler, Joseph, *Vocational Guidance Quarterly*, v19 n3, pp201-206, Mar '71
*Disadvantaged Groups, *Manpower Development, *Testing, *Job Application, *Tutoring, Employment Qualifications, Employment Services, Culturally Disadvantaged, Aptitude Tests, Dropout Prevention

EJ 035 882 520 CG 502 628
The Ames Philosophical Belief Inventory: Reliability and Validity Sawyer, R. N., *Measurement and Evaluation in Guidance*, v3 n4, pp203-208, Win 71
*Tests, *Test Reliability, *Test Validity, *Psychological Tests, *Testing, Statistical Analysis, Counselors, College Students, Item Analysis
This study investigated the reliability and validity of the Philosophical Belief Inventory (PBI). With the exception of the relationship between idealism and pragmatism and realism and existentialism, the PBI scales appear to be assessing independent facets of belief. (Author)

EJ 035 883 520 CG 502 630
The Performance Index: A Measure of Maturity of Young Adult Males Edgerton, Harold A.; And Others, *Measurement and Evaluation in Guidance*, v3 n4, pp213-219, Win 71
*Measurement, *Males, *Maturation, *Research Tools, Maturity Tests, Tests, Selection
The Index constructed for use in measuring the social maturity levels of young adults males should be used as a research tool rather than as an operating tool for selection, classification, or counseling, until the relationships of its scores to behavioral evidences have been established. (Author)

EJ 037 854 180 CG 502 815
Abuses and Misuses in Testing Black Children Williams, Robert L., *Counseling Psychologist*, v2 n3, pp62-73, 71
*Testing, *Disadvantaged Youth, *Intelligence Tests, *Testing Programs, *Test Validity, Test Reliability, Negro Students, Pupil Personnel Services
The author concludes that one strategy for improving or changing the educational system would be to change the content of the tests as a way of bringing about educational reforms in the system. This effort might bring about a greater similarity between the predictor (tests) and the criterion (scholastic achievement). (Author)

EJ 038 983 090 CG 503 025
Referral Source and Test Seeking as Factors in Establishing a Counseling Relationship Mann, Philip A., *Journal of Counseling Psychology*, v18 n3, pp221-224, May 71
•Referral, •Counseling Effectiveness, •Counseling, •Self Actualization, Testing, Counselors, Personal Relationship
The results of the study show that referral source and test seeking interact in effecting a successful counselor-client contract. Faculty-referred test seekers are least successful and self-referred test seekers are most successful in reaching agreement with a counselor. (Author)

EJ 039 293 190 TM 500 201
The Functions of College Environmental Measures Baird, Leonard L., *Journal of Educational Measurement*, v8 n2, pp83-6, Sum 71
•College Environment, •Decision Making, •Tests, Grade Prediction, [•Institutional Functioning Inventory]

EJ 040 090 520 CG 502 933
Using the Strong Vocational Interest Blank and the Kuder Occupational Interest Survey, Form DD, With the Same Clients O'Shea, Arthur J.; Harrington, Thomas F., Jr., *Journal of Counseling Psychology*, v18 n1, pp44-50, Jan 71
•Vocational Interests, •Interest Tests, •Testing, •Test Reliability, Occupational Tests, Interest Scales, Counseling, [Strong Vocational Intere]
A study of the relationships between the two inventories reveals many potential problems for counselors. Frequent inconsistencies and contradictions are found wherein like named scales appear to be measuring different things, while dissimilar scales often have strong positive relationships. The implications for counselors are discussed. (Author)

EJ 040 102 520 TM 500 199
Concepts of Culture-Fairness Thorndike, Robert L., *Journal of Educational Measurement*, v8 n2, pp63-70, Sum 71
•Culture Free Tests, •Predictive Measurement, •Test Bias, •Testing, Test Reliability

EJ 040 676 180 CG 503 181
A Device to Facilitate Administering the Object Assembly Test Miklich, Donald R., *Measurement and Evaluation in Guidance*, v4 n2, pp115-116, Jul 71
•Testing, •Tests, •Test Construction, •Measurement Techniques, •Intelligence Tests, Children, Test Validity, Test Results, Individual Tests
This article describes a device used to array the pieces of the Object Assembly Test, a subscale of the Wechsler Intelligence Scales for Children, in exact standardized order in less time than is now needed and without a screen, thus guaranteeing that the subject will have no previous experience with the pieces. (Author/BY)

EJ 040 678 180 CG 503 188
Men's Strong Vocational Interest Blank Academic Achievement Scale: An Attempted Validation Frank, Austin C., *Journal of Counseling Psychology*, v18 n3, pp324-331, Jul 71
•Testing, •Predictive Measurement, •Test Reliability, •Test Validity, Predictive Ability, Measurement, Prediction, Academic Achievement, Predictive Validity
In testing the Academic Achievement scale, no relationship was found to persistence or between entering first-year Academic Achievement scale scores and 4-year grade point average. Comparisons with a scholastic ability test were unfavorable, other results ambiguous, and caution seems indicated in using the scale. (Author)

EJ 040 679 180 CG 503 190
Clinical and Research Use of the Strong Vocational Interest Blank Academic Achievement Scale Wagman, Morton, *Journal of Counseling Psychology*, v18 n3, pp337-340, Jul 71
•Test Interpretation, •Academic Achievement, Testing, Vocational Counseling, Vocational Interests, Occupational Information
Clinical findings indicated that relatively low Academic Achievement scale scores generally predicted changes of occupational planning toward business and other applied directions, whereas higher Academic Achievement scale scores were associated with changes toward more academic and scientific orientations. These regularities were modified for clients with moderate to severe personal problems. (Author)

EJ 041 749 520 TM 500 318
A Comparison of the D-48 Test and the Otis Quick Score for High School Dropouts Chissom, Brad S.; Lightsey, Ralph, *Educational and Psychological Measurement*, v31 n2, pp525-27, Sum 71
•Comparative Analysis, •Dropouts, •Intelligence Tests, •Nonverbal Tests, •Testing, High School Students, Males, [D-48 (Dominoes) Test; Otis Quick Score Test (Gamma Form, FM)]

EJ 044 073 150 CG 503 530
Use of Tests in the Occupational Choice of Young People Traxler, Arthur E., *College Student Journal*, v5 n2, pp14-16, Sep-Oct 71
•Tests, •Testing, •Occupational Choice, •Vocational Interests, •Measurement, Young Adults, Vocational Development
The author stresses that the wise use of tests is helpful in assisting individuals to make the best adjustment of which they are capable. The article includes a listing of names of several test publishers, along with suggested measurement areas in which some of their tests might be considered. (Author)

EJ 044 145 180 CG 503 485
Testing, on the Bias Rose, Harriet A.; Elton, Charles F., *Journal of College Student Personnel*, v12 n5, pp362-364, Sep 71
•Testing Programs, •Testing Problems, •Personality Tests, •Testing, Activism, Test Interpretation, Orientation
The authors discuss the advisability of making orientation test batteries voluntary. Though students are opposed to compulsory testing, the authors argue that the information gained from them is important to the educational process. (CG)

EJ 048 088 520 CG 503 771
Standardized Tests Revisited Fleming, Margaret, *School Counselor*, v19 n2, pp71-72, Nov 71
•Standardized Tests, •Measurement Techniques, •Test Results, •Inservice Teacher Education, Tests, Testing Programs, Evaluation
If scoring programs can generate pupil performance information that can be translated into teaching prescriptions, standardized tests can inject some objective dimensions into teacher assessment of pupil progress. Only when tests provide this focus in the instructional cycle can they regain some of their relevance as a school activity. (Author)

EJ 048 090 520 CG 503 796
Group Administration of the Bender Gestalt Jacobs, Jon C., *Psychology in the Schools*, v8 n4, pp345-[illegible], Oct 71
•Diagnostic Tests, •Kindergarten Children, •Group Intelligence Testing, •Testing, Tests, Group Tests, Individual Tests
Administration of the BG in a group situation provided as much, and as reliable, information as did individual administration. Besides the economy, it provided an opportunity to observe the individual child's functioning as a member of a peer group, both in relation to it and in conjunction with it. (Author)

EJ 048 322 070 RE 503 376
Sex Similarity in Personality Correlates of Test Anxiety Lin, Yi-Guang; McKeachie, Wilbert J., *Psychological Reports*, v29 n2, pp515-20, Oct 71
•Sex Differences, •Anxiety, •Performance Factors, •Testing, •Personality Theories, College Students, Academic Achievement, Comparative Testing, Behavior Patterns, Reliability

EJ 048 327 070 RE 503 442
Sex Differences on the Edwards' Personal Preference Schedule Fitzgerald, Bernard J.; Pasewark, Richard A., *Psychological Reports*, v29 n3, pp892, Dec 71
•Sex Differences, •Psychological Testing, •Test Validity, •Response Mode, College Students, Adolescents, Delinquents, Schizophrenia, [•Edwards Personal Preference Schedule, EPPS]

EJ 048 726 180 CG 503 912
Testing in Transition Traxler, Arthur E., *College Student Journal*, v5 n3, pp3-5, Nov-Dec 71
•Testing, •Historical Reviews, •Test Construction, •Measurement Goals, •Evaluation, Psychological Testing, Educational Testing, Objectives, Cognitive Objectives, Test Validity

EJ 048 761 190 RE 503 438
Correlations Between the WAIS and Revised Beta, Wechsler Memory Scale and Quick Test in a Vocational Rehabilitation Center Libb, J. Wesley; Coleman, John M., *Psychological Reports*, v29 n3, pp863-65, Dec 71
•Comparative Testing, •Vocational Rehabilitation, •Intelligence Factors, •Test Reliability, •Mentally Handicapped, Memory, Cognitive Processes, Predictive Validity, Measurement Instruments

EJ 048 889 240 EC 040 757
Effect of Rest on Test Scores of Physically Handicapped and Nonhandicapped Children Fair, Dennis T.; Birch, Jack W., *Exceptional Children*, v38 n4, pp335-6, Dec 71
•Exceptional Child Research, •Physically Handicapped, •Test Interpretation, •Testing Problems, •Leisure Time

EJ 049 756 520 AA 511 006
A Conception of the Examination as an Immediately Creative Experience Will, Thomas C., *Independent School Bulletin*, v31 n1, pp41-3, Oct 71
•Tests, •Creative Expression, •Test Validity

EJ 049 759 520 AA 511 108
The Validity of a Simplified Version of Baddeley's Three-Minute Reasoning Test Hartley, James; Holt, Janet, *Educational Research*, v14 n1, pp70-3, Nov 71
•Test Validity, •Cognitive Tests, •Educational Research

EJ 049 762 520 EC 040 618
Test Review No. 5: Three Informal Preschool Evaluation Scales: The Preschool Language Scale, Preprimary Profile, Early Detection Inventory Proger, Barton B.; And Others, *Journal of Special Education*, v5 n1, pp85-91, W/Spr 71
•Exceptional Child Education, •Early Childhood Education, •Preschool Children, •Evaluation Methods, •Testing, Language Development, Educational Background, Screening Tests, Preschool Evaluation

EJ 049 763 520 RE 503 362
Development of the Reaction Inventory to Measure Anger Evans, David R.; Stangland, Mel, *Psychological Reports*, v29 n2, pp412-14, Oct 71
•Test Construction, •Test Validity, •Test Interpretation, •Measurement Instruments, Factor Analysis, Reactive Behavior, Response Mode, Behavioral Science Research, [•Reaction Inventory]

EJ 049 778 520 VT 503 014
An Assessment of the Criterion-Related Validity of the Ohio Trade and Industrial Education Achievement Test Battery Kapes, Jerome T.; Long, Thomas L.; *Journal of Industrial Teacher Education*, v9 n1, pp6-14, F 71

EJ 051 328 520 CG 504 004
Tests and Counseling: The Marriage That Failed Goldman, Leo, *Measurement and Evaluation in Guidance*, v4 n4, pp213-220, Jan 72
*Counseling, *Testing, *Test Selection, *Test Results, *Testing Problems, Counselor Qualifications, Test Validity, Prediction
Suggestions for change include development of new kinds of tests, higher standards for both tests and test users, and collaboration by test authors, publishers, and counselors within AMEG in an effort to prevent a complete dissolution of the marriage between tests and the counseling process. (Author)

EJ 052 841 140 CG 504 168
A Standardized Achievement Test of Health Education Objectives in the Cognitive Domain Seffrin, John R.; Veenker, C. H., *Journal of School Health*, v42 n1, pp43-6, Jan 72
*Cognitive Development, *Health Education, *Achievement Tests, *Cognitive Objectives, *Test Validity, Educational Objectives, Tests

EJ 052 986 180 CG 504 114
Health Assessment of School Children. III. Hearing Eisner, Victor; Oglesby, Allen, *Journal of School Health*, v41 n9, pp495-496, Nov 71
*Health Services, *Evaluation, *Auditory Evaluation, *Aural Stimuli, *Testing, Auditory Tests
Briefly discusses several hearing screening methods, and indicates that standards for hearing tests are well established and are not controversial. (CJ)

EJ 054 525 190 AA 512 084
Measurement Sources Watman, Thomas J., *Clearing House*, v46 n7, pp447-8, Mar 72
*Measurement Techniques, *Teacher Evaluation, *Student Evaluation, *Self Evaluation, *Tests, Rating Scales, Aptitude Tests, Attitude Tests
Author lists standardized measures of teacher and student attitudes and teacher aptitude. (SP)

EJ 055 866 180 CG 504 369
Holland Vocational Preference Inventory, Sixth Revision Stahmann, Robert F., *Journal of Counseling Psychology*, v19 n1, pp85-86, Jan 72
*Tests, *Interest Tests, *Test Reviews, *Psychological Tests, *Occupational Choice, Personality Assessment

EJ 056 907 520 AC 501 889
The Use of Performance Tests in Monitoring and Validating Training Jones, Alan, *Training Officer*, v8 n4, pp108-109, Apr 72
*Performance Tests, *Testing Programs, *Industrial Training, *Test Interpretation, Test Construction, Occupational Tests, Skill Analysis, Job Skills, Institutes (Training Programs)
Article attempts to show that the relationship between testing and the rest of the training function is a dynamic one. (Author/MM)

EJ 057 178 090 CG 504 436
A Sophomore Vocational Counseling and Testing Program Banikiotes, Paul G.; McCabe, Sheridan P., *Journal of College Student Personnel*, v13 n3, pp273, May 72
*Vocational Counseling, *Testing, *Student Personnel Services, *Program Evaluation, College Students, Student Personnel Programs

EJ 057 570 240 EC 041 725
Measuring College Potential of Language Handicapped Students Greenberg, Bernard L., *Journal of Rehabilitation of the Deaf*, v5 n4, pp25-37, Apr 72
*Exceptional Child Education, *Aurally Handicapped, *Admission Criteria, *College Admission, Testing, Colleges, [*Gallaudet College]
Admission criteria and admission procedures for Gallaudet College are explained to entail extensive testing of college applicants which has proven highly capable of selecting those students from a disadvantaged population who can, with remedial work, do college work. (CB)

EJ 058 922 190 CG 504 572
Social Comparison, Self-Evaluation, and Influence in Counseling Strong, Stanley R.; Gray, Bonnie L., *Journal of Counseling Psychology*, v19 n3, pp178-183, May 72
*Counseling, *Self Evaluation, *Testing, *Test Results, *Peer Groups, College Students, Performance Factors, Self Concept, Social Status
The results demonstrated the influence of test scores on self-rating and suggested several variables controlling the effects of social comparisons. (Author)

EJ 059 687 520 AA 512 934
Design of a Standard Testing, Scoring and Analysis System Kriewall, Thomas E., *Illinois School Research*, v8 n3, pp5-16, Spr 72
*Standardized Tests, *Test Construction, *Scoring, *Testing Programs, *Test Reviews, Test Interpretation, Norm Referenced Tests, Criterion Referenced Tests, Grade Equivalent Scales
A comprehensive review of test practices and recommendations for setting up a district testing program that will meet informational needs. (Editor)

EJ 060 322 180 CG 504 602
Direct Versus Indirect Personality Assessment: Evidence and Implications Mischel, Walter, *Journal of Consulting and Clinical Psychology*, v38 n3, pp319-324, Jun 72
*Personality Assessment, *Personality Tests, *Psychological Evaluation, *Comparative Analysis, Tests
The general findings support the utility of direct compared to indirect approaches to personality measurement. (Author)

EJ 061 249 500 CG 504 680
How Wrong Can the Doctors Be? Grimm, G. Franklin, *Journal of the Association of College Admissions Counselors*, v17 n1, pp18-19, May 72
*Success Factors, *Admission Criteria, *Predictor Variables, College Admission, Prediction, Testing
The author takes issue with a previously published capsule study on predictability of college success. (BY)

EJ 061 292 520 CG 504 601
Comparative Validities of Direct and Indirect Personality Tests Scott, William A.; Johnson, Ronald C., *Journal of Consulting and Clinical Psychology*, v38 n3, pp301-318, Jun 72
*Personality Tests, *Test Validity, *Personality Assessment, *Self Evaluation, *Comparative Analysis, Tests
When criteria for the personality characteristics were provided by friends' ratings, the direct self-report measures were consistently superior to the indirect. When criteria consisted of experts' judgments, and the study design was biased to favor the indirect measures, these still were not superior to direct self-reports. (Author)

EJ 061 389 040 CG 504 733
Test Proximity and Academic Optimism: a Replication Garvin, Alfred D.; Ralston, Nancy C., *Journal of the Student Personnel Association for Teacher Education*, v10 n4, pp92-99, Jun 72
*Academic Achievement, *Academic Aspiration, *Motivation, *Testing, *Prediction, Tests, Academic Performance
The findings of this replication confirm previous evidence that test proximity alone eventually accomplishes what counseling does not do at all and grade feedback does too late; it reduces unwarranted academic optimism with respect to a given test. (Author)

EJ 062 532 420 CG 504 769
Desensitization And Study-Skills Training As Treatment For Two Types of Test-Anxious Students Osterhouse, Robert A., *Journal of Counseling Psychology*, v19 n4, pp301-307, Jul 72
*Anxiety, *Student Problems, *Desensitization, *Study Skills, *Testing Problems, Testing, Study Habits, College Students
This study compared the effectiveness of systematic desensitization and training in efficient study methods for reducing test anxiety among subjects selected on the basis of two types of self reported anxiety. Desensitization offered more promise as a treatment method for test anxiety than did training in study skills. (Author)

Doctoral Dissertations

THE GENERAL APTITUDE TEST BATTERY AS A PREDICTOR OF SUCCESS IN VOCATIONAL COURSES IN SELECTED KENTUCKY SCHOOLS

Jackson Wayne ASHLEY, Ed.D.
University of Kentucky, 1971

Purpose of the Study

The study was concerned with investigating the potential of the General Aptitude Test Battery for use in the identification, selection and counseling students planning to enter vocational education courses in high school and in the area school or extension centers. It was based on the need to better meet the vocational development and career planning needs of youth in secondary school by providing them with information about probable chances of success in vocational education courses.

Design of the Study

The design of the study was a correlational analysis using stepwise multiple regression to determine the effectiveness of the aptitude scores as predictors of the criterion and the best combination of aptitude scores which yield the maximum correlation obtainable. Coefficients of multiple correlation and regression equations were used to determine the contribution of each aptitude score to the prediction of success in each course. Courses and areas best and least predicted and the aptitudes which were the best predictors were determined. Variations in levels of relationship and in the best predictors for each course were studied from the correlations of the nine aptitudes with the criterion to determine the need for local validity data.

The criterion used as a measure of success was the single subject grade at the end of the eleventh grade. The nine aptitude scores of students tested at the tenth grade level were used as the independent variables and the end of the year course grades as the dependent variables. An effective predictor was defined as one whose regression coefficient (b) was significant at the .05 level of confidence as determined by the "t" test. The accuracy of the regression equation as a prediction instrument was studied by the coefficient of multiple correlation, R. Significance of the Multiple R was evaluated by the F variance ratio.

Definition of the Sample

Schools selected for the study were located in an area surrounding the Bowling Green Area Vocational School. Course grades were collected for approximately 1,200 students.

Analysis of the data was completed for six courses being taught in the area school or extension center and nine courses in the high school. Courses studied include; Office Machines, General Business, Typing, Shorthand, Accounting, Bookkeeping, Auto Mechanics, Building Trades, Electricity, Agriculture, Horticulture, and Home Economics.

Findings

1. Vocational course grades were predicted successfully in most instances from the aptitudes of the GATB in courses taught in the area school or extension center and those taught in the secondary school.

2. Considerable variation existed in the best predictors for the different courses and for the same courses in different schools. This suggests a need for each school to establish its own local validity data.

3. General Ability, Verbal and Numerical were the most frequently identified significant predictors. Findings from the study indicated that the abilities needed to succeed in the more academic areas are also the most frequent predictors of vocational training success.

4. The perceptual and manipulative abilities were identified in several instances in the commercial area and suggest the measures of differential abilities are needed in counseling with students about probable chances of success in vocational training.

5. Although General Ability was one of the most frequent predictors it was significant in only five of the fifteen courses analyzed. This supports conclusions from other studies that undue reliance on the IQ or ability measure if and when selecting students to enter vocational courses may be unfair to many students.

Order No. 72-21,441, 176 pages.

KNOWLEDGE OF OCCUPATIONS TEST

Leroy George BARUTH, Ed.D.
The University of Arizona, 1972

Director: Paul J. Danielson

The purpose of this study was to construct an instrument that would measure knowledge high school seniors have of occupations. Current literature suggests that students need more information about occupations, however, there seems to be no consensus as to what students already know. Results obtained by use of this instrument can be used in counseling, classroom instruction, and curriculum planning and development.

Content for the test, and hence its validity, was established by reviewing current literature, occupational materials commonly found in high schools, and expert opinion. The eight categories selected were: occupation descriptions, training required, salary earned, trends, tools, terminology, licensing and certification, and interpretation of graphs depicting occupational information. Occupations representing various degrees of training, prestige, and earnings were ultimately selected for inclusion in the test. The selection was also guided by an attempt to include approximately the same number of occupations open to both men and women. Availability of current statistical data regarding particular occupations was also taken into account.

The test items were constructed from materials pertaining to occupations published by the U.S. Department of Labor with the *Occupational Outlook Handbook* serving as the primary source. One hundred and seventy items were constructed and, along with a set of directions, were duplicated and administered to twenty graduate students enrolled in a course specializing in test construction at The University of Arizona. Comments and suggested revisions were elicited from the graduate students and revisions made accordingly. A tryout test was then duplicated and administered to 237 high school seniors.

The 170 questions on the tryout test were then analyzed to determine their discriminating power and difficulty. The 12 items from each of the eight parts in the tryout test that were the best discriminators were retained in the final test. When the 96 items were selected, the test was assembled and administered to 318 high school seniors.

The scores of the 318 students ranged from 21 to 87 with a range of 66 points. The mean score was 64.26 and the standard deviation was 12.92. The discriminating power of the items varied from −5.8 for the least discriminating to 68.6 for the most discriminating. Item difficulty ranged from 4.4 for the easiest item to 87.8 for the most difficult item with the average difficulty level for the 96 items being 33.1.

The reliability coefficient for this instrument was found to be .90 based on the Kuder-Richardson formula 20. The standard error of measurement was 4 raw score points.

In summary, the writer has developed a valid instrument, within the context of the definition of knowledge of occupations, with acceptable reliability, administerable in one class period, and has the potential of being a useful tool for counseling with individual students, classroom instruction, and curriculum development.

The recommendations that follow are in some respects implied limitations which, when attended, would enhance the value and usefulness of the test.

Further measures of reliability such as test-retest would be desirable. The development of an alternate form would allow an additional method of calculating reliability and would enhance the use of the test in pre- and post-testing of curriculum programs to determine their effectiveness.

The value of the instrument, especially for individual counseling, would be increased by the development of a sub-test profile based on scores of each of the eight parts (content categories). The efficacy of such a profile would be contingent upon sub-test reliability.

The development of additional norms, including grade level and sex norms, would enhance the usefulness of the test.

Studies to determine the correlation between performance on the Knowledge of Occupations Test and other variables such as socioeconomic status, school achievement, work experience, and success in post-high school occupational or educational pursuits would be of interest and the findings conceivably enhance the value of the test.

Order No. 72-31,858, 96 pages.

PREDICTING HOLLAND VOCATIONAL PREFERENCE INVENTORY SCALES FROM STRONG BASIC INTEREST SCALES FOR COMMUNITY COLLEGE MALES

Harley Edward BRADSHAW, Ph.D.
Southern Illinois University, 1972

Major Professor: Dr. Clinton R. Meek

The purpose of this investigtion was to determine the relationship of vocational interest to personality through the Strong Vocational Interest Blank (SVIB), Basic Interest Scales, and the first six scales of Holland's Vocational Preference Inventory (VPI). Evidence exists that while the domains of interest and personality are separate, they are at the same time related (Clark, 1961).

The meaning of constructs of the empirically derived Basic Interest Scales and the rationally derived VPI were clarified schematically. The utility of the two instruments for counseling with community college and technical school students was examined.

A sample of 75 subjects were drawn from each of the following colleges: Southeastern Illinois and Southern Illinois University's Vocational-Technical Institute. Six class groups of day and evening students were administered the VPI, the SVIB, and asked to complete a personal data sheet. The personal data sheet was analyzed in order to determine if population characteristics were consistent with available normative data. The resulting analysis suggested accepting the samples for further analysis.

Six hypotheses were tested by performing a linear regression analysis by using standard scores on the Basic Interest Scales as predictors to each of six VPI percentile ranks as criteria. By following a linear approach we are in effect accepting Holland's description of the six scales rather than determining how original item responses relate to the various VPI scales.

It was not expected that the full model of 19 Basic Interest Scales would be significantly more predictive than the restricted model, i.e., the addition of the extra predictors of the Basic Interest Scales were not expected to add a significant amount of variance. Results of the analysis proved this expectation to be correct.

The results of the linear regression analysis indicated that the Basic Interest Scale scores of the SVIB can be used to efficiently predict Holland's VPI typologies with normal ability community college and technical college males. Of the six hypotheses tested, the sixth VPI scale, "Artistic," was least efficiently predicted.

Further correlational analysis of the sixth hypothesis tested revealed a pattern of negative relationships between the Basic Interest Scales and residual as criterion. Prediction should be improved by the addition of the five significant scales. Pooling of the "art" and "non-art" groups revealed *t*-tests from five basic Interest Scales of business and two scales of social service reaching significance.

Although results from this study indicate the Basic Interest Scales and VPI are somewhat interchangeable, the broader personality characteristics provided by the VPI typologies are particularly useful in the initial stages of vocational exploration. Because of the suggestion to the counseling practitioner that the two instruments overlap considerably, the decision as to which instrument would be used would be based on other considerations.

Order No. 72-28,526, 82 pages.

THE DEVELOPMENT OF THE OHIO WORK VALUES INVENTORY: AN INVESTIGATION OF INTERNAL CHARACTERISTICS

Bradford John FENNER, Ph.D.
Ohio University, 1972

Director of Dissertation: J. Melvin Witmer

This study is designed to provide information regarding the adequacy of the Ohio Work Values Inventory (OWVI) as a non-ipsative, self report work values assessment instrument. Selected internal characteristics, including aspects of reliability and validity, are considered in the investigation.

Developed over a two year period by the investigator and a coauthor, the OWVI is an easy-to-read, 77 item research and guidance tool designed to assess the importance people to attach to 11 significant work values. The scales are: Altruism, Object Orientation, Security, Control, Self Realization, Independence, Money, Task Satisfaction, Solitude, Ideas/Data Orientation, and Prestige.

A sample of 1,970 fifth, sixth, seventh, and eighth graders from a large city school district was given the inventory during a single week in the spring of 1971. After two weeks, approximately 142 subjects per grade were retested.

Four areas were selected for investigation: reliability, scale intercorrelations, factorial composition, and item analysis. Indices concerning both internal consistency and stability comprised the reliability study. The correlation statistic utilized as an index of internal consistency was coefficient alpha, while the stability of the inventory scales were assessed by means of test-retest coefficients of correlation.

In the second investigative area, correlation coefficients between the various pairs of OWVI scales were calculated to assess the relative independence of each scale.

The third investigation entailed a principal component analysis, using the item scores of the entire sample and requesting the varimax orthogonal rotation of 11 factors to determine whether the primary factor loadings of the items were associated with the intended scale variables.

The final area involved evaluation of the suitability of six inventory items whose content had been altered after the last pilot test. A higher correlation with "own" scale than with any other scale or with total score was set as the criterion.

The results concerning reliability show that, whether the sample is grouped by grade level, by sex within grade level or by social class, no scale alpha coefficient for a group is less than +.70 and the majority are +.85 or higher.

Grade level test-retest coefficients roughly comparable to those reported above are found in the stability investigation. Median test-retest correlations among grades range from +.77 to +.81. Thus, both short and long term indices of reliability are within acceptable limits.

The investigation of scale intercorrelations reveals that for each sex at each grade level, an average of only five of the 55 pairs of scales correlates above +.40. No pair shares as much as one-third of their variance. These figures compare favorably with other inventories. The higher relating pairs of scales are Self Realization and Task Satisfaction, Money and Prestige, and Control and Independence.

Self Realization and Task Satisfaction, initially combined as one scale, are concluded to exist as separate scales. At every grade level, reliability indices of both scales exceed the correlation between the two. Moreover, the principal component analysis, the third investigative area in this study, supports a finding of independence between the scales insofar as each item of the respective values exhibited a primary loading on its intended factor.

Evidence for construct validity of the instrument is drawn from the findings regarding factorial composition. Eleven factors were found as requested in the varimax orthogonal rotation procedure. Since every item has its primary loading on the factor related to its scale, the existence of each construct, as hypothesized, can be said to be demonstrated.

The final area of investigation involved evaluation of the six items being field tested for the first time. Favorable correlations in the present study has led to a decision to retain the items as formulated.

Order No. 72-26,366, 183 pages.

THE DESIGN AND APPLICATION OF A SCALE FOR ASSIGNING DIFFERENTIAL WEIGHTS TO REHABILITATION CLIENTS IN STATE-FEDERAL REHABILITATION AGENCIES

Ronald Beck HARPER, Ed.D.
University of Southern California, 1972

Chairman: Professor Schrader

The purpose of this research was (1) to design a system for assigning clients at state-federal rehabilitation agencies to three categories according to the clients' complexity of characteristics; (2) to develop a Differential Weighting Scale (DWS) composed of six variables practicing counselors considered greatest barriers to vocational rehabilitation; (3) to apply the DWS to samples of successful and unsuccessful closed cases in order to identify differences in complexities; and (4) to establish a foundational method to assess counselor performance by a points system.

This investigation involved a sample of 96 state agency rehabilitation counselors practicing in seven Los Angeles County districts and the county-wide Alcoholic Rehabilitation Program centers. A questionaire, composed of 38 client characteristic items, was used to solicit counselor-responses. These responses were scored on a scale of 1 through 11, denoting least to greatest barriers to employment. The counselor-ratings identified six variables as most impedimental to rehabilitation: medical disability, work history, industrial injury, education, dependents, and source of support. A secondary sampling consisted of 225 client closed-cases, for whom rehabilitation services terminated during 1969-70.

Guilford's Interclass Correlation Method yielded a single-counselor response reliability estimate of .43, a reliability coefficient of .98 for the pooled responses of total subjects, and minimal overall differences among the eight geographic-administrative districts. The six highest-rated variables, each classified into three divisions, were utilized in constructing a DWS of 18 items, wherein each item was assigned a weight equal to the mean of medians of the counselor-ratings for each item. Score values were assigned to the closed cases by obtaining the sum of any of the six variables applicable to the case. When the scale was applied to successful and unsuccessful closed cases, no appreciable differences were discerned. Therefore, the validity of the DWS as an indicator of differences between types of closed-cases was doubtful.

The DWS permitted arbitrary three-way classification of client scores according to the following implied complexities: (A) minimal, (B) intermediate, and (C) extreme. It was suggested that the DWS could be used as a basis for developing a system to assess counselor performance, wherein more points would be allocated for the rehabilitation of clients classified as intermediate or extreme.

The use of the DWS in this study to obtain means of closed-case samples demonstrated that a client accepted for services in the Los Angeles region had a low-risk profile. This, in turn, implied that counselors were predisposed to serve clients with positive potential in order to meet their annual quota of 30 successful closures.

The use of the DWS was suggested as an interim system for counselor evaluation in an attempt to eschew the "numbers game," often decried as inequitable. The demonstrated consistency of counselor-responses in this study suggested that further studies should investigate whether counselors concur on barriers to employment at state or nation-wide levels; and that counselors be involved in the study of other issues pertinent to their field. In addition, the following recommendations were offered: (1) the use of data-processing equipment should be considered for analyzing samples of closed-cases in order to refine cutting scores for variable-complexities; (2) the DWS should be utilized in a pilot study within the Los Angeles region, incorporating a minimum closure quota for clients in the designated "B" or "C" categories; and (3) the DWS should be utilized in selecting categorical "A" clients for acquainting inexperienced personnel with disabled clientele and in selecting "B" or "C" clients for a proposed senior counselor position.

Finally, alternatives other than salaried employment were discussed as variables to be considered in determining success in the rehabilitation of a client, and suggestions for further research to clarify and expand criteria related to counselors' performance and objectives were offered.

Order No. 72-17,471, 113 pages.

THE *ACT TEST BATTERY* AS A PREDICTOR OF COMPLETION OF A BACCALAUREATE DEGREE IN MUSIC OR MUSIC EDUCATION

John Reader LEBLANC, JR., Ph.D.
University of Southern Mississippi, 1971

The principal theme of this study was prediction. College music educators, with college educators in all areas, have great interest in the early identification of student interests, abilities, and capacities which tend to lead to successful completion of a baccalaureate degree in a particular discipline. Readily accessible information which gives insights into the "survival versus attrition" problem as it relates to education could be of help in improving student counseling, guidance, and college admittance practices.

The problem of the study was to investigate the possibility of identifying those students most likely to complete a college music or music education degree by using the *American College Testing Program Battery*. Answers to the following questions were sought: (1) Is there a certain combination of abilities, traits, and interests which tend to increase the possibility of a student completing a degree program in music or music education? (2) If certain predictors exist, do some have more predictive value than others? (3) Can information contained in the *ACT Battery* discriminate between the graduating and non-graduating music of music education student? (4) How can one analyze information elicited from students by the *ACT Battery* to determine whether a student most resembles the graduating or non-graduating matriculant?

The purpose of the study was to devise or evolve an instrument or method for predicting that a student would complete a baccalaureate degree program in the field of music or music education using information obtained by the *ACT Battery*.

The *American College Testing Program Battery* was used as the instrument for this study. It was widely available and highly respected for accuracy as a test of academic achievement. Equally important was the following fact: it elicited several types of information such as high school activities; vocational, academic, and social goals; and self-evaluation of skills and abilities.

Twenty-five institutions were selected randomly to represent a total of one hundred forty colleges and universities in the United States which used the *ACT Battery* and had music units which were members of the National Association of Schools of Music in 1965. The students who indicated on their *ACT Battery* an intention to major in music or music education at one of the sample institutions in the fall of 1965 were placed in the student population of the study. The chairmen of the music units of the sample institutions were sent lists of the students who indicated an intention of working toward a degree in their respective departments. Twenty-one chairmen returned the list after indicating which students had graduated in music or music education at the time of the study. The graduating students formed the graduating group and the remaining students were placed in the non-graduating group. There were 246 students in the graduating group, and 587 in the non-graduating group.

Three steps were used in the presentation and analysis of the data in the study. The student groups were described by the investigation of frequency distributions of data obtained by the *ACT Battery*. Next, from over one hundred possible choices, the best nine predictor variables were selected through use of chi square and discriminant function analysis of the data. The final step was performed by placing the chosen predictors into a final discriminant function computation and by analysis of the results.

In response to one of the questions posed in the statement of the problem and as a result of the analysis of the data in the study, a procedure for the prediction of graduation by future music and music education matriculants was formulated.

Based on findings in the study, the following conclusions were drawn: (1) The graduating group achieved higher grades in high school, had a higher level of achievement when taking the *ACT Battery*, and had smaller within-group variance than the non-graduating group. (2) There were differences between the graduating and non-graduating groups on all of the 103 non-academic items investigated in the study. Thirteen of the items were significantly different above the .05 level of confidence. (3) Using nine variables, the final discriminant function design correctly predicted the graduation or non-graduation of 60.9 percent of the students in the study. (4) It is possible, within the limits described in the study, to formulate a procedure for the prediction of college graduation by a matriculant in music or music education using information obtained by application of the *ACT Battery*.

Order No. 72-9078, 137 pages.

THE CONSTRUCTION OF AN INSTRUMENT DESIGNED TO MEASURE DISCRIMINATIVE ABILITY IN THE IDENTIFICATION OF THE EXPRESSION OF HUMAN EMOTIONAL STATES

Robert Barry MANDELL, Ph.D.
University of Georgia, 1971

Supervisor: Wayne W. Antenen

The purpose of this study has been the construction of an instrument that will measure the ability to identify the expression of emotional states presented on audio tape.

The initial instrument consisting of 300 tape segments, recorded from television drama, and their appropriate answer groups was administered to five expert judges. All items not found to have at least three of the five judges agreeing on the expressed emotional state were discarded.

The unrefined instrument which then consisted of 100 items was completed by 48 university undergraduate students and 27 high school students. After these test results were subjected to a standard item analysis, only 40 items remained which demonstrated discrimination levels high enough to warrant retention.

In order to measure internal stability, 5 of the 40 remaining items were repeated within the instrument. The refined instrument, thus consisting of 45 items, was administered to a sample of 204 students and practitioners representing the areas of the helping and non-helping professions. Internal stability was reported in the percentage of times the repeated items were answered identically. The range of these percentages was .57 to .90.

Equivalent halves reliability for the sample of 204 students and practitioners was .521. Test-retest reliability for a sample of 50 graduate students and practitioners in the helping professions was .732.

Assessing the degree of inter-judge agreement on the expressed emotional states was one method used to study construct validity. The extremely high degree of inter-judge agreement carries with it the implicit assumption that the judges were also in high agreement that emotional states were, in fact, being communicated.

Three of the four methods used to study criterion related validity compared the mean scores, on the 45-item instrument, of several high and low criteria groups. A fourth method used to study criterion related validity was correlating the independent rankings of each counseling practicum supervisor's assessment of his students' abilities to identify emotions with the students' scores on the 45-item instrument.

Since the validity levels were found to be substantially high, the refined instrument could be used to assess individual ability to identify human emotions from audio stimuli. It is suggested however, that the instrument be used as part of a test battery. The instrument may also be used to assess differences between groups. (391 references)

Order No. 72-10,999, 170 pages.

THE DESIGN, DEVELOPMENT, AND EVALUATION OF COMPUTER-GENERATED VERBAL TESTING REPORTS FOR STANDARDIZED ACHIEVEMENT TESTS

Walter Michael MATHEWS, Ph.D.
The University of Wisconsin, 1971

Supervisor: Professor Richard A. Rossmiller

In an attempt to make standardized achievement testing more meaningful to the pupil, his parents, and his teacher, series of testing reports were designed that were unlike the traditional ones. The experimental reports were in a verbal format: the test scores were translated into sentences and paragraphs by using a specially designed computer program. Three kinds of verbal testing reports were generated from the Iowa Tests of Basic Skills at the fourth-grade level: (1) a report to the teacher on each pupil's performance, (2) a report to parents on their child's performance (these were distributed individually at a parent-teacher conference), and (3) a class-summary report for the teacher. In addition to a verbal description of the pupil's performance on the twelve areas measured by the testing battery, pupil proficiency ratings were reported on twenty-five diagnostic areas and, depending on class performance on the achievement battery, the computer report to the teacher included specific suggestions of ways to remediate the weaknesses detected in the class.

Design

A random half of the fifty-two fourth-grade classes in sixteen public elementary schools in Madison, Wisconsin received the experimental reports, while the remaining classes served as a control group and received the traditional testing reports. The teachers that received the experimental reports were again divided into two random groups of equal size: one of these groups received an intervention questionnaire that was designed to fix their attention on the potential uses of the experimental reports, the other group received no intervention.

The experimental reports were evaluated in comparison to the traditional reports by both parents and teachers. The reports were also contrasted in terms of the teachers' change in perception of their pupils' performance, after the teachers were exposed to the testing reports. Also measured were the relationships between the different testing reports and the amount of teacher-utilization of suggested resource people; and the relationships between the different reports and the number of parental contacts with the school after receipt of the testing report.

Findings

The experimental reports were rated significantly higher by the teachers than were the traditional reports, and at the .01 level of significance. The reports were evaluated on the following scales: clear, useful, meaningful, valuable, sufficient, and accurate. The evaluation by the parents was inconclusive due to problems in measurement. The data indicated that the teachers who received the experimental testing reports tended to rate their students in greater congruence with the results of the tests than did teachers who received the traditional reports ($\alpha = .01$). In general, few differences were found in comparing the intervention and non-intervention groups of teachers. In comparing the experimental and control groups, no differences were measured in parental contacts with the school or with teacher-utilization of resource people.

Improvements

While the experimental reports were found to be clearly preferred by the teachers, several improvements on the design of the reports were suggested; for example: a reduction of the prose on the teacher's report, a change in the verbal descriptors that were used to describe the pupil's performance, the addition of a testing report for the pupil, and the addition of a set of suggested activities that the parents and child might follow to improve the pupil's performance.

Order No. 71-24,472, 213 pages.

THE OPI, THE ACT, AND THE WAL: PREDICTION OF UNIVERSITY STUDENT PROBLEMS

Robert Fraser McCLURE, Ph.D.
University of Kentucky, 1971

Director: Dr. Gordon P. Liddle

A large number of students have problems which can cripple or prevent college careers, even though the student has the ability to be successful. Several studies have indicated that many bright students never finish college, and other studies have shown that many students suffer from emotional problems which can harm them for life.

This study was designed to identify personality differences between students who had certain problems in college and students who did not have these problems and then to use these personality differences to predict other students who would have similar problems.

The study used 697 freshmen and sophomore students of both sexes from the University of Kentucky.

The first phase of the study established six general criteria which attempted to discriminate students with emotional problems from students without problems among the great silent majority of students who never ask for official help. These criteria included a self-report scale of the total number of problems reported, two factor analytically derived measures of neuroticism and introversion, and three semantic differential measures of hedonism, immaturity and aggression.

Multiple discriminant analysis and multivariate analysis of variance indicated highly significant personality and ability differences between students high and low on each of the problem criteria. The personality and ability measures used were five subtests of the Omnibus Personality Inventory, the Willingness to Accept Limitations test, and the American College Test composite score which were all gathered at or before freshman orientation.

The personality weights derived from the discriminant analysis were then used to make prediction formulas to predict the *Ss* who would have problems. These predictions were significant for neuroticism, introversion and immaturity-hostility.

Neurotic *Ss* were poorly integrated, introverted and not interested in scientific matters. Immature-hostile *Ss* had high scientific interests, were religious liberals, were introverted and poorly integrated. Introverted *Ss* were smart, poorly integrated and did not enjoy people. Thus, it was possible to identify and predict *Ss* with problems in three of six areas.

The three significant problem criteria were then used to predict problem behaviors. These problem behaviors were: going for long term personal counseling, getting into trouble which received disciplinary punishment from the Dean of Students, and withdrawing from college. The criteria predictors were able to select two groups of *Ss* who differed significantly from each other in terms of the problem behaviors shown. Neurotic *Ss* went more frequently for counseling than non-neurotic *Ss*, introverted *Ss* went more frequently for counseling than extroverted *Ss*, and hostile *Ss* went more frequently for counseling and got into disciplinary trouble more frequently than nonhostile *Ss*. There were no criteria differences for withdrawing and remaining-in-school *Ss*.

The second phase of the study involved a direct discriminant analysis of the *Ss* who manifested problem behaviors. *Ss* who went for personal counseling, got into disciplinary trouble and withdrew from college, were compared to controls on the basis of personality and ability differences on the OPI, WAL, and ACT. There were significant differences between counseled *Ss* and controls, and between disciplined *Ss* and controls, but none between withdrawing *Ss* and controls. Prediction formulas using discriminant weights were successful in selecting two groups of *Ss* which differed from each other in terms of emitted problem behaviors.

Thus, the study was successful in providing information which identified and predicted *Ss* with certain kinds of problems.

The hope was entertained that this information could be used to select *Ss* for early preventive counseling, to provide information in counseling, and help the educational planning of both colleges and students.

Order No. 72-21,468, 185 pages.

A COMPARISON OF CONVENTIONAL MODES OF INTERPRETING STRONG VOCATIONAL INTEREST BLANK RESULTS TO MODES WHICH EMPLOY A COMPUTER GENERATED, PROSE INTERPRETATION

William Curran MULES, Ed.D.
University of Virginia, 1972

The investigation was a study of the effects of four methods of reporting the results of the Strong Vocational Interest Blank (SVIB). A "two-by-two" design was employed. A format using the National Computer Systems profile and a "pre-organizer" was compared to a computer-generated, prose interpretation developed by Richard Sharf at the University of Delaware, and individual interpretation sessions were compared to impersonal presentations. Three criteria were used: a tabulation of the accuracy of recall of reported occupational scales from the SVIB, a measure of the accuracy of the subjects' knowledge about the source, validity, and meaning of the SVIB results, and an evaluation which asked subjects whether or not they would recommend the type of interpretation they received to a fellow student.

Subjects in this study were 40 degree candidates who sought the services of the Office of Placement of the University of Virginia. Thirty of the subjects were undergraduate commerce students. Interpretation and evaluation sessions were conducted int he Office of Placement.

No statistically significant differences were found among the four treatment groups on any of the criteria employed in the study.

The lack of statistically significant differences among the treatment groups suggests that careful consideration should be given to factors such as cost, speed, and convenience when modes of test result presentation are being adopted. Appropriate revisions in the formats are suggested, including reducing the repetitive nature of the presentations and shortening the presentation materials.

Order No. 72-26,267, 74 pages.

DEVELOPMENT AND EVALUATION OF OBJECTIVE MEASURING INSTRUMENTS FOR USE IN PREDICTING STUDENT PERFORMANCE IN THREE AREAS OF A COUNSELOR EDUCATION CURRICULUM

Charles Robert ORNDORFF, D.Ed.
The Pennsylvania State University, 1971

Purpose of the Study

The purpose of this study was to develop and evaluate three objective measuring instruments which would correlate significantly with three specific criteria of success essential in a counselor education program at the Master's Degree level. The position was taken that specific test stimuli developed for a specific purpose would correlate more highly with the criteria for which it was developed than would a general aptitude test which was developed for more general purposes. Also, an attempt was made to show that the three objective tests were each measuring a separate aptitude felt to be essential for counselor education candidates at the Master's Degree level. It was hoped that future research would verify the use of the three tests in predicting success in counselor education programs at the Master's Degree level.

The measuring instruments developed and/or evaluated within the study are as follows: (1) a verbal comprehension measurement; (2) a problem solving test; (3) a situation test. The criteria with which it was hypothesized the tests would correlate most effectively are, respectively, as follows: (1) didactic grade-point average; (2) 'Z' scores earned in a statistics course; (3) ratings earned in a counseling practicum course.

Procedures

The hypotheses indicated within the study are as follows.

(1) The comprehension test will relate more effectively to success in counselor education didactic courses than will a general aptitude test and the other two tests used in the study.

(2) The problem solving test will relate more effectively to success in an elementary statistics course than will a general aptitude test and the other two tests used in the study.

(3) The situation test will relate more effectively to success in counselor education practicum than will a general aptitude test and the other two tests used in the study.

The tests were administered to students enrolled in the counselor education program at Shippensburg State College (Pennsylvania) during the 1970-71 year. Didactic grade-point averages which students accumulated prior to having taken the comprehension test and didactic grade-point averages accumulated after having taken the comprehension test were calculated and correlated with comprehension test scores. Statistics course 'Z' scores were correlated with problem solving test scores. Situation test scores were correlated with rating scores determined by counselor education professors on the basis of three taped interviews recorded by each student.

Hotelling t tests were conducted to determine the differences between correlations. Significance level was set at .01.

A computerized item analysis was conducted to determine the item-total score correlations, difficulty indexes, and inter-item correlations for each test. Reliability coefficients for each test were also computed.

Conclusions

The three hypotheses stated within the study were supported. The three tests were found to correlate more effectively with the designated criteria than was true for the general aptitude test and the other tests used. The item analysis results were favorable and were generally within the guidelines indicated within the study for satisfactory test items. However, the difficulty indexes for the items within the comprehension test indicated a need to revise the content of that test to make it more difficult.

The reliability coefficients obtained for the problem solving and situation test were satisfactory. The comprehension test reliability coefficient obtained is somewhat below the desired standard but is satisfactory if the test would be used as part of a battery of tests.

The validity coefficients realized for the three tests within this study were sufficiently high to warrant use of these tests in other counselor education programs to determine the predictive potential of the tests for those programs.

Order No. 72-19,359, 135 pages

THE DEVELOPMENT AND VALIDATION OF A SCALE TO MEASURE ATTITUDES TOWARD STUDENT RIGHTS

Robert Milton URIE, Ph.D.
University of North Carolina at Chapel Hill, 1972

Supervisor: Luther R. Taff

The purpose of this study was to develop and validate a scale which would reliably measure attitudes toward student rights. Secondary purposes of the study were to determine to what extent groups might differ in attitudes toward student rights when categorized according to sex, class year, and institution.

A 220 item pilot version was administered to approximately 300 students at St. Andrews Presbyterian College late in the 1970-71 academic year. Approximately half of the items were reversed for scoring and a simple summation score was obtained for each of the 266 complete and scorable questionnaires. The upper and lower twenty-seven percent were identified for criterion groups and the phi coefficient was employed as an indicator of the discriminating power of each response category of each item.

Forty items were selected for the scale, each having four or more response categories which discriminated between the upper and lower criterion groups at the .01 level of significance. A modified Likert format was employed for all administrations of the scale and the six response categories ranged from minus three for Strongly Disagree, to plus three for Strongly Agree.

Subjects for the final administration of the scale were 285 females and 214 males from St. Andrews Presbyterian College (N=242), Atlantic Christian College (N=152), East Carolina University (N=105).

Test-retest reliability for the scale was .93 and the Kuder-Richardson estimates of internal consistency were .92-.94. The scale correlated significantly (.01 level) with the Conformity (negative correlation) and Independence (positive correlation) scales on the *Survey of Interpersonal Values*. The known groups technique was used to demonstrate construct validity and the obtained differences between groups were statistically significant in the predicted direction.

It was concluded that the scale has satisfactory reliability and validity for group use, provided that local norms are developed. Separate norms for sex and class year were not recommended, but were required for different institutions.

Order No. 72-24,855, 77 pages.

DIFFERENTIAL PREDICTIVE VALIDITY OF THE AMERICAN COLLEGE TEST (ACT) FOR MINORITY AND NON-MINORITY STUDENTS

Gary Eugene YOUNG, Ph.D.
The Ohio State University, 1972

Adviser: Professor Joseph J. Quaranta

This study investigated the predictive validity of the American College Test (ACT) for samples of 359 minority group students and 361 non-minority group students who enrolled as freshmen at Ohio State University Autumn Quarter, 1971.

"Predictive validity" was tested according to four distinct types of predictions inherent in the ACT (and other standardized achievement instruments) or implied in the interpretations of test results to students desiring to attend college. The four different types of predictions examined for validity were as follows:

Type 1 Prediction: In predicting group preformance, test scores and predictions forecast that high scorers, as a group, will achieve better grades than low scorers, taken as a group.
Type 2 Prediction: In predicting individual performance, test scores and predictions forecast that an individual with high scores will achieve better grades than an individual with low scores.
Type 3 Prediction: In predicting group performance, test scores and predictions forecast that low scorers, as a group, have little chance of fulfilling a given institution's minimum academic requirements to remain in school.
Type 4 Prediction: In predicting individual performance, test scores and predictions forecast that an individual low scorer has little chance of fulfilling a given institution's minimum requirements to remain in school.

The validity of Type 1 Prediction and Type 2 Prediction was examined by Pearson product moment correlational analysis assessing the relationship between ACT composite score and ACT predicted percentile freshman class rank (the two prediction variables), respectively, and actual comulative percentile freshman class rank for Autumn and Winter Quarters (criterion variable). First, degree of association of each prediction variable with the criterion variable was determined for minority and non-minority males and females over the entire range of ACT composite scores (1-36). Next, the correlation between prediction variables and the criterion variable was computed for students in these four sub-groups grouped as follows:

1. Those whose composite scores ranged from 1-14, inclusive.
2. Those whose composite scores ranged from 15-19, inclusive.
3. Those whose composite scores ranged from 20-24, inclusive.
4. Those whose composite scores ranged from 25-33, inclusive.

The validity of Type 3 Prediction and Type 4 Prediction was investigated by comparing mean predicted percentile class rank and grade-point-average with actual earned percentile class rank and grade-point-average in each of the sub-ranges of ACT composite scores outlined above.

From analyses of the data, the following conclusions seem warranted:

1. In the case of Type 1 Prediction, degree of association between prediction and criterion variables for minority males and females was not significantly different than degree of association between prediction and criterion variables for non-minority males and females.
   A. Prediction and criterion variables were significantly related (.01 level) for minority and non-minority students undifferentiated by ACT composite score range.
   B. However, correlational analysis by four ranges of ACT composite score indicated that test results alone or in concert with self-reported high school grades provided little or no assistance in predicting differences in academic performance of students with scores in restricted segments of the composite score range.
2. Type 3 prediction was found to be in serious error. Minority and non-minority students in the lowest range of composite scores (1-14) were predicted to earn mean Grade-point-averages far under the minimum 2.00 average required for continued enrollment. However, minority and non-minority males and females, respectively, with composite scores in the lowest range actually earned mean grade-point-averages above a 2.00.
   A. For both minority and non-minority students, low scorers' (1-14) grade-point-averages were substantially *underpredicted*.
   B. For both minority and non-minority students, high scorers' (25-33) grade-point-averages were substantially *overpredicted*.
3. Making Type 2 and Type 4 (individual) predictions for the students in this study would have been totally inappropriate since no more than 20-25 percent of the total variance in actual performance of minority and non-minority students was accounted for by ACT predictions.

Order No. 72-27,143, 169 pages.

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